

## School of Education Scheme/Unit of Learning

Student Name: David Bowe  
Year: 2

Year group: 5<sup>th</sup> Yr

Class Profile: 5 students, 2 Students non-English L1

### Aim of Unit of Learning

To study the history, form, function, decoration and techniques of Bronze and Iron Age metalwork through construction of jewellery inspired by the artefacts.

### Key Skills

#### Information processing

- Recording, organising, summarising and integrating information
- Presenting information using a range of information and communication technologies

Annotating our drawings to evaluate progress, group crits, analysing LC documents.

#### critical and creative thinking

- Analysing and making good arguments, challenging assumptions
- Thinking imaginatively, actively seeking out new points of view, problems and/or solutions, being innovative and taking risks

Using different life drawing techniques in our drawings, discussing our progress and expressing our opinions on techniques.

#### Communicating

- Expressing opinions, speculating, discussing, reasoning and engaging in debate and argument
- Engaging in dialogue, listening attentively and eliciting opinions, views and emotions

Presenting and discussing our work, discussion in group crits.

#### Working With others

- Developing good relationships with others and a sense of wellbeing in a group.

Listening and supporting each other and our work in group crits.

#### Being personally effective

- Being able to appraise oneself, evaluate one's own performance, receive and respond to feedback
- Identifying, evaluating and achieving personal goals, including developing and evaluating actions plans
- Becoming confident and being able to assert oneself as a person.

Self-evaluating our work, understanding what is required in the marking scheme and assessing ourselves with it, discussing our work and our peers'.

### Theme/Scenario

Trip to the National Museum of Archeology to observe Bronze and Iron age artefacts firsthand.

### Learning outcomes for scheme/unit of learning

#### 1.1 Looking

- analyse an artwork
- use critical and visual language to describe an artwork

Analysing our own and other's artwork and use critical language in discussion and group crits.

#### 2.1 Making

- develop concepts in imaginative and creative ways
- interpret primary sources including the natural and built environment and the human figure as a source of inspiration
- apply appropriate skills, knowledge and techniques

Creating drawings based on our primary source observations.

#### 2.2 Contextual enquiries

- apply the art elements and design principles in creating and evaluating their work
- critique the work of others and their own

Discussion of artwork in group crits.

#### 2.3 Process

- illustrate sources of information
- create a selection of drawings, studies and realised work
- experiment and edit their work
- understand the properties of media and apply them appropriately
- explain the rationale for their choices

Using a variety of media and approaches in our life drawings and consider and reflect on them.

#### 3.3 Impact and value

- value their own work and the work of others
- argue the merit of a work using appropriate contextual information

Reflecting on our drawings and self-assessing against success criteria

<p><b>Learning Layers / Cross Curricular Links /Literacy &amp; Numeracy (L)(O)(N)/ Wellbeing</b></p> <ul style="list-style-type: none"> <li>○ Literacy – writing annotations and reflections</li> <li>○ Numeracy – studying proportion of the body</li> <li>○ Oracy – discussions and group critiques</li> <li>○ History – Learning of the greater context of Ireland and Europe during the Bronze and Iron ages.</li> </ul>	<p><b>Statements of Learning</b></p> <p>1 communicates effectively using a variety of means in a range of contexts in L1</p> <p>2 listens, speaks, reads and writes in L2* and one other language at a level of proficiency that is appropriate to her or his ability</p> <p>4 creates and presents artistic works and appreciates the process and skills involved</p> <p>6 appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives</p> <p>8 values local, national and international heritage, <del>understands the importance of the relationship between past and current events and the forces that drive change</del></p> <p>22 takes initiative, is innovative and develops entrepreneurial skills</p> <p>23 brings an idea from conception to realization</p>
<p><b>Differentiation</b></p> <p>Speaking slowly for English as L2 students and facilitating them in discussions.</p>	<p><b>Managing Behaviours: Issues/Strategies</b></p>

<p><b>Lesson No. 1/11</b>  <b>Date:</b> 20th Jan  <b>Lesson type: (S)</b>  <b>Time:</b> 10:05  <b>Stage:</b> Introduction</p>	<p><b>Teaching &amp; Learning Content</b></p> <p><b>AEDP</b>  Shape Space, line, decoration, function.</p> <p><b>Process</b>  Discussion of what's been covered so far, discussion on late bronze age.</p> <p><b>Learning Layer/s: (Theme, CC links, SS, H&amp;S)</b>  Literacy – writing annotations and reflections  Oracy – discussions</p>	<p><b>Learning Intentions</b></p> <p><b>Learners will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify objects from the bronze age and connect each to the correct phase it belongs to on the timeline.</li> <li>Learn the function, form and decoration of the Middle Bronze Age gold objects through discussion and notes.</li> </ul>
<p><b>Teaching methods and student learning activities:</b>  <b>including</b>  <b>Resources (SS, VA etc)</b>  <b>Differentiation</b>  <b>Evaluation</b></p>	<p>Recap on Bronze age previously covered:</p> <ul style="list-style-type: none"> <li>Who were the beaker people/ where did they come from/ why were they called the beaker people?</li> <li>What evidence of their dwellings do we have?</li> <li>What type of cooking is there evidence of? – what would this suggest?</li> <li>What burial rites have been uncovered? - rectangular tombs covered with stone and earth – cists.</li> <li>Why is it called the bronze age? What is bronze made from? What is the advantage of Bronze?</li> <li>What material were the ornaments made from? Why this material? Why is it valuable?</li> </ul> <p>Early:</p> <ul style="list-style-type: none"> <li>What Dates? (2500- 1500BC)</li> <li>What techniques did they use in the early bronze? – hammer flat/ repousse/incision</li> <li>What kind of decoration? What type of patterns?</li> <li>What Early Bronze age artefacts can we name?</li> <li>Where? Describe? Decoration? Function? Technique?</li> </ul> <p>Middle:</p> <ul style="list-style-type: none"> <li>What Dates? (1500 – 1200BC)</li> <li>What new Techniques? Twisting - Flange twisting (thick bars hammered at edges and twisted – Torcs)</li> <li>What middle Bronze age artefacts can we name?</li> <li>Where? Describe? Decoration? Function? Technique?</li> </ul> <p>Discussion on Timeline – remembering the order and what era the objects belong to. - <b>Important (Keep reminding, 2000 year span – mixing early and late is worse than mixing Kanye West and Michelangelo – if they ask about early -you must talk about early!)</b></p> <p>Demonstration of Techniques:</p> <ul style="list-style-type: none"> <li>Twisting - Making Decorative objects with wire (They used flat and shaped bits of metal)</li> <li>Explain the diagrams in the book – the bar could be turned into one of these shapes (not step by step)</li> <li>What objects were made this way? – how were they used?</li> </ul>	

<b>Evaluation and Assessment Procedures:</b> <b>Success Criteria and Assessment Method</b>	Recap question round on early/Middle Bronze age. Discussion of late Bronze age phases, artefacts and timelines. Performing twisting techniques and discussion.
---	--

<b>Lesson No. 2/11</b> <b>Date:</b> 21st Jan <b>Lesson type: (S)</b> <b>Time:</b> 15:05 <b>Stage:</b> Introduction	<b>Teaching &amp; Learning Content</b>	<b>Learning Intentions</b>
<b>Teaching methods and student learning activities:</b> <b>including</b> <b>Resources (SS, VA etc)</b> <b>Differentiation</b> <b>Evaluation</b>	<p><b>AEDP</b> Shape Space, line, decoration, function.</p> <p><b>Process</b> Discussion of what's been covered so far, discussion on late bronze age.</p> <p><b>Learning Layer/s: (Theme, CC links, SS, H&amp;S)</b> Literacy – writing annotations and reflections Oracy – discussions</p> <p>Recap Middle Bronze Age:</p> <ul style="list-style-type: none"> <li>• What Dates? (1500 – 1200BC)</li> <li>• What new Techniques? Twisting - Flange twisting (thick bars hammered at edges and twisted – Torcs)</li> <li>• What middle Bronze age artefacts can we name?</li> <li>• <b>Where? Describe? Decoration? Function? Technique?</b> – Reinforce these points they are the essential description for essays.</li> </ul> <p>Discussion on Timeline – remembering the order and what era the objects belong to. - <b>Important</b></p> <p>Demonstration of Techniques</p> <ul style="list-style-type: none"> <li>● How does repoussé work? - Drawing into tinfoil - where do we see this?</li> <li>● Incising - works like Drypoint etching - where do we see this?</li> <li>● Twisting - Making Decorative objects with wire (They used flat and shaped bits of metal) - Where do we see this?</li> </ul> <p>Discuss Late Bronze age</p> <ul style="list-style-type: none"> <li>• What techniques? Repousse/incision/twisting/<b>Gold wire</b></li> <li>• Ireland's first golden age – very sophisticated artefacts.</li> <li>• Review of notes.</li> <li>• Where? Describe? Decoration? Function? Technique?</li> </ul> <p>Discuss Brief</p> <ul style="list-style-type: none"> <li>● Two different objects</li> <li>● <b>Form/function/technique/decoration</b> – Reinforce points again.</li> </ul>	<p><b>Learners will be able to:</b></p> <ul style="list-style-type: none"> <li>○ Identify objects from the bronze age and connect each to the correct phase it belongs to on the timeline.</li> <li>○ Learn the function, form and decoration of the late bronze age gold objects through discussion and notes.</li> </ul>

<b>Evaluation and Assessment Procedures:</b> <b>Success Criteria and Assessment Method</b>	Recap question round on Middle Bronze age. Discussion of late Bronze age phases, artefacts and timelines. Performing repoussé and incising techniques and discussion.
---	---

<b>Lesson No. 3/11</b> <b>Date:</b> 22nd Jan <b>Lesson type:</b> Trip <b>Time:</b> 10:00 - 12:30 <b>Stage:</b> Observations	<b>Teaching &amp; Learning Content</b>  <b>AEDP</b> Shape Space, line, decoration, function.  <b>Process</b> Visit to National Museum of History  <b>Learning Layer/s: (Theme, CC links, SS, H&amp;S)</b> Literacy – writing annotations and reflections Oracy – discussions	<b>Learning Intentions</b>  <b>Learners will be able to:</b> <ul style="list-style-type: none"> <li>○ Learn the function, form and decoration of Bronze and Iron age objects through visit to the museum.</li> <li>○ Record information learned in museum through sketches and annotations</li> <li>○ Observe and discuss display techniques of archeological exhibits.</li> </ul>
<b>Teaching methods and student learning activities:</b> <b>including</b> <b>Resources (SS, VA etc)</b> <b>Differentiation</b> <b>Evaluation</b>	<p>Arrive at museum at 10:00</p> <p>Observe the entrance - layout/design/architecture - what impression do you have? – Remember the Gallery visit question – be aware of what you are viewing.</p> <p>Stone age tool/tombs/objects recap</p> <p>Logboat - consider display - is it effective? can you see easily? does it help/distract?</p> <p>Knowth mace head - Consider scale/colour/decoration - is it different in person?</p> <p>Early Bronze age:</p> <ul style="list-style-type: none"> <li>● Lunulas + sun discs - Why are they called this?</li> <li>● Where do the names come from?</li> <li>● what info should you extract?</li> <li>● what techniques can you see?</li> </ul> <p>Middle Bronze:</p> <ul style="list-style-type: none"> <li>● Torcs - technique?</li> <li>● Derrinboy hoard - meaning of Cal B.C.</li> <li>● bronze age = 2000 year span - we guess about people from a few objects - Imagine you had to design an exhibit to show how we lived since Christ was born with just this space to fill? would it paint a clear picture?</li> </ul> <p>Late Bronze:</p> <ul style="list-style-type: none"> <li>● Gorget, Fibula, Lock rings - techniques?</li> <li>● how has the design changed?</li> </ul> <p>Iron Age:</p> <ul style="list-style-type: none"> <li>● Are the designs geometric like the bronze age or different?</li> <li>● More complex</li> <li>● Corleck head - human representation</li> <li>● Petrie Crown - Have a glance</li> <li>● Bog bodies - What can we learn from this?</li> </ul> <p>11:30 -12:30 - Students Free to explore, re-visit and sketch displays they would like - tour finish at 12:30</p>	

<b>Evaluation and Assessment Procedures: Success Criteria and Assessment Method</b>	N/A
---	-----



<p><b>Lesson No. 4/11</b>  <b>Date:</b> 23rd Jan  <b>Lesson type: (S)</b>  <b>Time:</b> 13:45  <b>Stage:</b> Development</p>	<p><b>Teaching &amp; Learning Content</b></p> <p><b>AEDP</b>  Shape Space, line, decoration, function.</p> <p><b>Process</b>  Discussion on late bronze age, recap on visit, presenting our findings</p> <p><b>Learning Layer/s: (Theme, CC links, SS, H&amp;S)</b>  Literacy – writing annotations and reflections  Oracy – discussions</p>	<p><b>Learning Intentions</b></p> <p><b>Learners will be able to:</b></p> <ul style="list-style-type: none"> <li>○ Identify objects from the bronze age and connect each to the correct phase it belongs to on the timeline.</li> <li>○ Learn the function, form and decoration of Bronze and Iron age objects through discussion of the visit to the museum.</li> <li>○ Record information learned in museum through sketches and annotations</li> </ul>
<p><b>Teaching methods and student learning activities:</b>  <b>including</b>  <b>Resources (SS, VA etc)</b>  <b>Differentiation</b>  <b>Evaluation</b></p>	<p>Re-discussion on Timeline – no dates - <b>Important</b></p> <ul style="list-style-type: none"> <li>● Name the artefact, techniques and pin to the right era</li> </ul> <p>Presentations of drawings:</p> <ul style="list-style-type: none"> <li>● Name, describe, give function of and discuss decoration of one object you drew in the museum</li> <li>● What attracted you to that object?</li> <li>● Was there anything you feel would have helped the display of the object?</li> </ul> <p>Bronze age music instruments: <a href="https://www.youtube.com/watch?v=w4t8ap5KXqQ">https://www.youtube.com/watch?v=w4t8ap5KXqQ</a> - 0:50 - 2:20</p> <p>Show and discuss development pages of work:</p> <ul style="list-style-type: none"> <li>● Details of two objects, designs of others.</li> <li>● Support studies - pick contemporary Irish (Mexican/Japanese) Jeweller/ Jewellery artist.</li> <li>● How does the designs compare?</li> <li>● Think of time between Tedavnet sun discs and Broighter collar = Broighter collar to now.</li> <li>● How could we combine these ideas?</li> </ul> <p>Draw and expand from sketches in museum in dev sheet</p> <p>Set Homework:  Find a Contemporary jewellery designer - discuss examples style and theme/inspiration</p>	

<b>Evaluation and Assessment</b> <b>Procedures:</b> <b>Success Criteria and</b> <b>Assessment Method</b>	Timeline exercise. group discussion on chosen artefacts.
---	---

<b>Lesson No. 5/11</b> <b>Date:</b> 27th Jan <b>Lesson type: (S)</b> <b>Time:</b> 13:45 <b>Stage:</b> Development	<b>Teaching &amp; Learning Content</b>  <b>AEDP</b> Shape Space, line, decoration, function  <b>Process</b> Discussion on Iron age, recap on visit,  <b>Learning Layer/s: (Theme, CC links, SS, H&amp;S)</b> Literacy – writing annotations and reflections Oracy – discussions	<b>Learning Intentions</b>  <b>Learners will be able to:</b> <ul style="list-style-type: none"> <li>○ Identify objects from the Iron age and discuss their form, function, techniques and decoration.</li> <li>○ Record information learned in museum through sketches and annotations</li> </ul>
<b>Teaching methods and student learning activities:</b> <b>including</b> <b>Resources (SS, VA etc)</b> <b>Differentiation</b> <b>Evaluation</b>	<p>Discuss Support study artists:</p> <ul style="list-style-type: none"> <li>● Name/materials/how they make it/ why they make it?</li> </ul> <p>Discuss Iron age culture and artefacts:</p> <ul style="list-style-type: none"> <li>● Who were the celts - what was the style?</li> <li>● Benefit of iron and how they worked it</li> <li>● Show forging <a href="https://www.youtube.com/watch?v=eEWIuyep2k">https://www.youtube.com/watch?v=eEWIuyep2k</a> (remember this is bronze in this video)</li> <li>● Why was bronze and gold still used?</li> <li>● new techniques - chasing</li> <li>● How did bronze age decoration differ?</li> <li>● Brighter collar - form, function, technique, decoration.</li> </ul> <p>Consider artefacts and decorations to observe for development sheets</p>	

<p><b>Evaluation and Assessment Procedures:</b></p> <p><b>Success Criteria and Assessment Method</b></p>	<p>group discussion on chosen artists.</p> <p><b>Must have:</b> Identified a metalwork/jewellery artist they like, recording notes on their technique and their artistic vision.</p> <p><b>Should have:</b> Identified a metalwork/jewellery artist they like, recording notes on their technique and how to do it, their artistic vision and how it relates to/converses with bronze/Iron age artefacts.</p> <p><b>Could have:</b> Identified a metalwork/jewellery artist they like, recording notes on their technique and how to do it, their artistic vision and how it relates to/converses with bronze/Iron age artefacts highlighting how they would merge the two in a piece of their own.</p>
--	---

<b>Lesson No. 6/11</b> <b>Date:</b> 28th Jan <b>Lesson type: (S)</b> <b>Time:</b> 13:45 <b>Stage:</b> Development	<b>Teaching &amp; Learning Content</b>  <b>AEDP</b> Shape Space, line, decoration, function  <b>Process</b> Discussion on Iron age, recap on visit,  <b>Learning Layer/s: (Theme, CC links, SS, H&amp;S)</b> Literacy – writing annotations and reflections Oracy – discussions	<b>Learning Intentions</b>  <b>Learners will be able to:</b> <ul style="list-style-type: none"> <li>○ Identify objects from the Iron age and discuss their form, function, techniques and decoration.</li> <li>○ Record information learned in museum through sketches and annotations</li> </ul>
<b>Teaching methods and student learning activities:</b> <b>including</b> <b>Resources (SS, VA etc)</b> <b>Differentiation</b> <b>Evaluation</b>	<p>Discuss Iron age culture and artefacts:</p> <ul style="list-style-type: none"> <li>● Who were the celts - what was the style?</li> <li>● Benefit of iron and how they worked it</li> <li>● Show forging <a href="https://www.youtube.com/watch?v=eEWIuyeNp2k">https://www.youtube.com/watch?v=eEWIuyeNp2k</a> (remember this is bronze in this video)</li> <li>● Why was bronze and gold still used?</li> <li>● new techniques - chasing</li> <li>● How did bronze age decoration differ?</li> <li>● Broighter collar - form, function, technique, decoration.</li> <li>● what is meant by form? Function? Technique? Decoration? What do you discuss?</li> <li>● Loughnashade trumpet - form, function, technique, decoration.</li> <li>● <a href="https://www.youtube.com/watch?v=w4t8ap5KXqQ">https://www.youtube.com/watch?v=w4t8ap5KXqQ</a> 3:00 - 4:18 - trumpet in action</li> <li>● Petrie crown - form, function, technique, decoration.</li> </ul> <p>What type of designs motifs do you like best?  Which type converses with your chosen artists the most?  What Two artefacts will you observe for development sheets?</p>	

<b>Evaluation and Assessment Procedures: Success Criteria and Assessment Method</b>	group discussion on chosen artists.
---	-------------------------------------

<b>Lesson No. 7/11</b> <b>Date:</b> 29th Jan <b>Lesson type: (S)</b> <b>Time:</b> 13:45 <b>Stage:</b> Development	<b>Teaching &amp; Learning Content</b>  <b>AEDP</b> Shape Space, line, decoration, function  <b>Process</b> Discussion on Bronze and Iron age, Observation and discussion of LC projects, Drawing artefacts.  <b>Learning Layer/s: (Theme, CC links, SS, H&amp;S)</b> Literacy – writing annotations and reflections Oracy – discussions	<b>Learning Intentions</b>  <b>Learners will be able to:</b> <ul style="list-style-type: none"> <li>○ Identify objects from the Iron age and discuss their form, function, techniques and decoration.</li> <li>○ Record information learned in museum through sketches and annotations</li> <li>○ Understand the requirements and meaning of the sections of the LC Workbook.</li> <li>○ Record Form and volume through line/tone in drawing artefacts from the museum visit.</li> </ul>
<b>Teaching methods and student learning activities:</b> <b>including</b> <b>Resources (SS, VA etc)</b> <b>Differentiation</b> <b>Evaluation</b>	<p>quickfire recap on iron age</p> <ul style="list-style-type: none"> <li>● Dates/materials/techniques/culture/style/decoration/objects</li> </ul> <p>Observe 6th year workbook sheets</p> <ul style="list-style-type: none"> <li>● workbook for this project on one development sheet.</li> <li>● What would your influences be? - what's a primary source - what are our primary sources?</li> <li>● what information about you support study would you add?</li> <li>● Mixing our influences - rationalising our artistic choices.</li> <li>● Design ideas - planning</li> </ul> <p>Observe visual aid</p> <ul style="list-style-type: none"> <li>● Differences of drawings - illustrations of information.</li> <li>● quick/ detailed/ line/tonal - express information differently.</li> <li>● what questions do you have about these objects after looking at the drawings - what information am I not conveying?</li> </ul> <p>Students work on drawings</p> <p>Sheets should consist of:</p> <ul style="list-style-type: none"> <li>● studies of the designs they would like to incorporate - explorations of form, shape pattern, design.</li> <li>● complete drawings of two artefacts - with Form, function, technique, decoration.</li> <li>● Sketches of their Artist/designer support study - notes on why it influences them and the style/rationale.</li> <li>● Sketches of potential artefact design.</li> </ul>	

<p><b>Evaluation and Assessment Procedures:</b></p> <p><b>Success Criteria and Assessment Method</b></p>	<p>Recap on Iron age Discussion on LC work Discussion on Museum Drawings visual aid.</p> <p><b>Must have:</b> Complete drawings of two artefacts - with Form, function, technique, decoration annotated.</p> <p><b>Should have:</b> Accurate observational complete drawings of two artefacts - with Form, function, technique, decoration clearly explained.</p> <p><b>Could have:</b> Accurate observational complete drawings with effective use of line/tone to show form/volume of two artefacts - with Form, function, technique, decoration clearly explained in their own terms to evidence understanding of the bronze/Iron age culture, technology and design concepts.</p>
--	---



<p><b>Lesson No. 8/11</b>  <b>Date:</b> 30th Jan  <b>Lesson type: (S)</b>  <b>Time:</b> 13:45  <b>Stage:</b> Development</p>	<p><b>Teaching &amp; Learning Content</b></p> <p><b>AEDP</b>  Shape Space, line, decoration, function</p> <p><b>Process</b>  Discussion on Bronze and Iron age, Observation and discussion of LC projects, Drawing artefacts.</p> <p><b>Learning Layer/s: (Theme, CC links, SS, H&amp;S)</b>  Literacy – writing annotations and reflections  Oracy – discussions</p>	<p><b>Learning Intentions</b></p> <p><b>Learners will be able to:</b></p> <ul style="list-style-type: none"> <li>○ Identify objects from the Iron age and discuss their form, function, techniques and decoration.</li> <li>○ Record information learned in museum through sketches and annotations</li> <li>○ Understand the requirements and meaning of the sections of the LC Workbook.</li> <li>○ Record Form and volume through line/tone in drawing artefacts from the museum visit.</li> </ul>
<p><b>Teaching methods and student learning activities:</b>  <b>including</b>  <b>Resources (SS, VA etc)</b>  <b>Differentiation</b>  <b>Evaluation</b></p>	<p>quickfire recap on iron age</p> <ul style="list-style-type: none"> <li>● Dates/materials/techniques/culture/style/decoration/objects</li> </ul> <p>Observe 6th year workbook sheets</p> <ul style="list-style-type: none"> <li>● workbook for this project on one development sheet.</li> <li>● What would your influences be? - what's a primary source - what are our primary sources?</li> <li>● what information about you support study would you add?</li> <li>● Mixing our influences - rationalising our artistic choices.</li> <li>● Design ideas – planning</li> <li>● Observe the composition – you're conveying information – pages should be balanced/have flow.</li> </ul> <p>Recap on visual aid and what sheets should consist of:</p> <ul style="list-style-type: none"> <li>● Differences of drawings - illustrations of information.</li> <li>● quick/ detailed/ line/tonal - express information differently.</li> <li>● what questions do you have about these objects after looking at the drawings = what information am I not conveying?</li> <li>● studies of the designs they would like to incorporate - explorations of form, shape pattern, design.</li> <li>● complete drawings of two artefacts - with <b>Form, function, technique, decoration</b>.</li> <li>● Sketches of their Artist/designer support study - notes on why it influences them and the style/rationale.</li> <li>● Sketches of potential artefact design.</li> </ul> <p>Students work on drawings</p>	

<p><b>Evaluation and Assessment Procedures:</b></p> <p><b>Success Criteria and Assessment Method</b></p>	<p>Discussion on Museum Drawings visual aid. Drawing and annotating Iron age objects.</p> <p><b>Must have:</b> Complete drawings of two artefacts - with Form, function, technique, decoration annotated.</p> <p><b>Should have:</b> Accurate observational complete drawings of two artefacts - with Form, function, technique, decoration clearly explained.</p> <p><b>Could have:</b> Accurate observational complete drawings with effective use of line/tone to show form/volume of two artefacts - with Form, function, technique, decoration clearly explained in their own terms to evidence understanding of the bronze/Iron age culture, technology and design concepts.</p>
--	--

<b>Lesson No. 9/11</b> <b>Date:</b> 3rd Feb <b>Lesson type: (S)</b> <b>Time:</b> 11:05 <b>Stage:</b> Development	<b>Teaching &amp; Learning Content</b>  <b>AEDP</b> Shape Space, line, decoration, function  <b>Process</b> Discussion on Bronze and Iron age, Observation and discussion of LC projects, Drawing artefacts.  <b>Learning Layer/s: (Theme, CC links, SS, H&amp;S)</b> Literacy – writing annotations and reflections Oracy – discussions	<b>Learning Intentions</b>  <b>Learners will be able to:</b> <ul style="list-style-type: none"> <li>○ Identify objects from the bronze and Iron age and discuss their form, function, techniques and decoration through drawing and annotation.</li> <li>○ Record information learned in museum through sketches and annotations</li> <li>○ Understand the requirements and meaning of the sections of the LC Workbook.</li> <li>○ Record Form and volume through line/tone in drawing artefacts from the museum visit.</li> </ul>
<b>Teaching methods and student learning activities:</b> <b>including</b> <b>Resources (SS, VA etc)</b> <b>Differentiation</b> <b>Evaluation</b>	Observe 6th year workbook sheets <ul style="list-style-type: none"> <li>● workbook for this project on one development sheet.</li> <li>● What would your influences be? - what's a primary source - what are our primary sources?</li> <li>● what information about you support study would you add?</li> <li>● Mixing our influences - rationalising our artistic choices.</li> <li>● Design ideas – planning</li> <li>● Observe the composition – you're conveying information – pages should be balanced/have flow.</li> </ul> Recap on visual aid and what sheets should consist of: <ul style="list-style-type: none"> <li>● Differences of drawings - illustrations of information.</li> <li>● quick/ detailed/ line/tonal - express information differently.</li> <li>● what questions do you have about these objects after looking at the drawings - what information am I not conveying?</li> <li>● studies of the designs they would like to incorporate - explorations of form, shape pattern, design.</li> <li>● complete drawings of two artefacts - with Form, function, technique, decoration.</li> <li>● Sketches of their Artist/designer support study - notes on why it influences them and the style/rationale.</li> <li>● Sketches of potential artefact design.</li> </ul> Students work on drawings. Include support study artists today	

<p><b>Evaluation and Assessment Procedures:</b></p> <p><b>Success Criteria and Assessment Method</b></p>	<p>Discussion on Museum Drawings visual aid. Drawing and annotating Iron age objects.</p> <p><b>Must have:</b> Complete drawings of two artefacts - with Form, function, technique, decoration annotated, sketch of support study artist and annotations on their materials, process and/or inspiration.</p> <p><b>Should have:</b> Accurate observational complete drawings of two artefacts - with Form, function, technique, decoration clearly explained, detailed sketch of support study artist and annotations on their materials, process and inspiration.</p> <p><b>Could have:</b> Accurate observational complete drawings with effective use of line/tone to show form/volume of two artefacts - with Form, function, technique, decoration clearly explained in their own terms to evidence understanding of the bronze/Iron age culture, technology and design concepts, detailed sketch of support study artist and annotations on their materials, process and inspiration relating it to and comparing to the bronze age artefacts they are observing.</p>
--	---

<b>Lesson No. 10/11</b> <b>Date:</b> 5th Feb <b>Lesson type: (S)</b> <b>Time:</b> 11:05 <b>Stage:</b> construction	<b>Teaching &amp; Learning Content</b>  <b>AEDP</b> Shape Space, line, decoration, function  <b>Process</b> Drawing artefacts, identifying designs, Working with materials  <b>Learning Layer/s: (Theme, CC links, SS, H&amp;S)</b> Literacy – writing annotations and reflections Oracy – discussions	<b>Learning Intentions</b>  <b>Learners will be able to:</b> <ul style="list-style-type: none"> <li>○ Identify objects from the bronze and Iron age and discuss their form, function, techniques and decoration through drawing and annotation.</li> <li>○ Record information learned in museum through sketches and annotations</li> <li>○ Explore Bronze/Iron age techniques by adapting them to their use in constructing jewelry.</li> </ul>
<b>Teaching methods and student learning activities:</b> <b>including</b> <b>Resources (SS, VA etc)</b> <b>Differentiation</b> <b>Evaluation</b>	<p>Students work on drawings.</p> <p>Students work designs and use of materials;            Recap Demo on Twisting and repousse</p> <ul style="list-style-type: none"> <li>● What objects used twisting?</li> <li>● How would they prepare the metal before twisting?</li> <li>● What type of designs were usually done with repousse?</li> <li>● What is the difference between chasing and repousse?</li> <li>● What objects were chased/Repousse?</li> <li>● What Peoples created those artefacts?</li> </ul> <p>Demo soldering</p> <ul style="list-style-type: none"> <li>● Joining two metals with melted metal.</li> <li>● Flux - Stop oxidisation</li> <li>● What object was soldered?</li> </ul> <p>Discuss support studies:</p> <ul style="list-style-type: none"> <li>● What techniques are similar/different?</li> <li>● How would bronze/Iron age people make it?</li> <li>● How would your artist/designer make if they were in the bronze age?</li> </ul>	

<p><b>Evaluation and Assessment Procedures:</b></p> <p><b>Success Criteria and Assessment Method</b></p>	<p>Discussion on Museum Drawings visual aid. Drawing and annotating Iron age objects.</p> <p><b>Must have:</b> Complete drawings of two artefacts - with Form, function, technique, decoration annotated, sketch of support study artist and annotations on their materials, process and/or inspiration.</p> <p><b>Should have:</b> Accurate observational complete drawings of two artefacts - with Form, function, technique, decoration clearly explained, detailed sketch of support study artist and annotations on their materials, process and inspiration.</p> <p><b>Could have:</b> Accurate observational complete drawings with effective use of line/tone to show form/volume of two artefacts - with Form, function, technique, decoration clearly explained in their own terms to evidence understanding of the bronze/Iron age culture, technology and design concepts, detailed sketch of support study artist and annotations on their materials, process and inspiration relating it to and comparing to the bronze age artefacts they are observing.</p>
--	---

<b>Lesson No. 11/11</b> <b>Date:</b> 6th Feb <b>Lesson type: (S)</b> <b>Time:</b> 11:05 <b>Stage:</b> construction	<b>Teaching &amp; Learning Content</b>  <b>AEDP</b> Shape Space, line, decoration, function  <b>Process</b> Drawing artefacts, identifying designs, Working with materials  <b>Learning Layer/s: (Theme, CC links, SS, H&amp;S)</b> Literacy – writing annotations and reflections Oracy – discussions	<b>Learning Intentions</b>  <b>Learners will be able to:</b> <ul style="list-style-type: none"> <li>○ Identify objects from the bronze and Iron age and discuss their form, function, techniques and decoration through drawing and annotation.</li> <li>○ Record information learned in museum through sketches and annotations</li> <li>○ Explore Bronze/Iron age techniques by adapting them to their use in constructing jewelry.</li> </ul>
<b>Teaching methods and student learning activities:</b> <b>including</b> <b>Resources (SS, VA etc)</b> <b>Differentiation</b> <b>Evaluation</b>	<p>Discuss support studies:</p> <ul style="list-style-type: none"> <li>● What techniques are similar/different?</li> <li>● How would bronze/Iron age people make it?</li> <li>● How would your artist/designer make if they were in the bronze age?</li> </ul> <p>Students work designs and use of materials;</p> <p>Recap Demo on wire</p> <ul style="list-style-type: none"> <li>● Consider braiding</li> <li>● Weaving - frame - over, under.. under, over</li> </ul> <p>Recap Demo soldering</p> <ul style="list-style-type: none"> <li>● Joining two metals with melted metal.</li> <li>● Flux - Stop oxidation</li> <li>● Tinning wire and joining.</li> </ul> <p>Complete sheets for homework;</p> <ul style="list-style-type: none"> <li>● 2 drawings of objects - notes on name/date/Era/form/function/technique/decoration</li> <li>● Sketches of motifs and designs of jewellery</li> <li>● Support study artist - How they make it and why they make it (consider the if they were Bronze/Iron age question)</li> <li>● Consider the composition of the page - use the space well to get all your info across.</li> </ul>	

<p><b>Evaluation and Assessment Procedures:</b></p> <p><b>Success Criteria and Assessment Method</b></p>	<p>Discussion on Museum Drawings visual aid. Drawing and annotating Iron age objects.</p> <p><b>Must have:</b> Complete drawings of two artefacts - with Form, function, technique, decoration annotated, sketch of support study artist and annotations on their materials, process and/or inspiration.</p> <p><b>Should have:</b> Accurate observational complete drawings of two artefacts - with Form, function, technique, decoration clearly explained, detailed sketch of support study artist and annotations on their materials, process and inspiration.</p> <p><b>Could have:</b> Accurate observational complete drawings with effective use of line/tone to show form/volume of two artefacts - with Form, function, technique, decoration clearly explained in their own terms to evidence understanding of the bronze/Iron age culture, technology and design concepts, detailed sketch of support study artist and annotations on their materials, process and inspiration relating it to and comparing to the bronze age artefacts they are observing.</p>
--	---