



Year 9: visual Art- lesson 1 appraisal		Clay vessels: How to underglaze and fire
<b>Resources</b> <ul style="list-style-type: none"> <li>Appraisal PowerPoint</li> <li>Student book for teal paragraph</li> </ul>		<b>Learning intentions:</b> Students will understand how to write an appraisal about other works and their own  <b>Success criteria:</b> Students will have learnt how to write an appraisal
intro	<ul style="list-style-type: none"> <li>Meet students outside the classroom</li> <li>Set expectations of quietly entering the classroom and starting their <b>do now</b></li> <li>“As you go inside you will be quiet, grab your books and pencils and start your do now. Today's do now is...”</li> <li>Enter in with students and start milling around.</li> <li>Mark the roll</li> <li>Mill around to check the do now progression</li> </ul>	Slide resources:  Do now Learning intention and success criteria
Middle	<ul style="list-style-type: none"> <li>Start with some thinking questions for students</li> <li>Can you give me some elements and principles of art? Have students name a few as a warm up</li> <li>Hand out the matching activity for the students to complete.</li> <li>Close workbooks</li> <li>Display the answers for the matching activity and see how the students went with their answers. Ask students to raise their hands for each answer.</li> <li>Step through the structure, have students take notes on the different points of the structure</li> <li>step through the steps of the appraisal with the next image. The describe and analyse sections.</li> <li>cold call students to answer the sections. And add their input</li> <li>if time persists move onto the interpret and justify sections</li> </ul>	SEWB differentiation: <ul style="list-style-type: none"> <li>Students who have anxiety won't be called on when asked a question.</li> <li>Students with adhd may be allowed to stand or fidget, keeping in mind that they are not disruptive. Implement any contracts with teachers.</li> <li>Students with low literacy levels may need all the instructions written out in a checklist form.</li> <li>School time out cards, some students will have a time out card that needs filling in</li> </ul>  <p>every lesson as a focus/ goal.</p>
End	10 minutes before bell, set homework. Students will need to turn their notes into a teal paragraph. Negotiate a prize if completed by next lesson.	

Year 9: visual Art- lesson 2 under glazing		Clay vessels: How to underglaze and fire
<b>Resources</b> <ul style="list-style-type: none"> <li>• Underglaze</li> <li>• Clay vessel for a demonstration</li> <li>• Paint brushes</li> <li>• Water</li> <li>• Sponge</li> </ul>		<b>Learning intentions:</b> Students will know how to underglaze their vessels and how to load a kiln.  <b>Success criteria:</b> Students will have started or finished their under glazing
intro	<ul style="list-style-type: none"> <li>• Meet students outside the classroom.</li> <li>• Set expectations of quietly entering the classroom and starting their <b>do now</b>.</li> <li>• “As you go inside you will be quiet, grab your books and pencils and start you do now. Todays do now is...”</li> <li>• “Before you go in, you need to tell me your favourite food”.</li> <li>• Enter in with students and start milling around.</li> <li>• Mark the roll</li> <li>• Mill around to check the do now progression.</li> <li>• Check homework and hand out prizes.</li> </ul>	Slide resources:  Do now Learning intention and success criteria examples of some colour combinations show the difference between an underglaze on a clay piece and a glaze.
Middle	<ul style="list-style-type: none"> <li>• Complete last lesson on appraisals</li> <li>• Set clear expectations- when I am talking, you are not. If you have something to say you need to raise your hand. You need to follow all set instructions.</li> <li>• Step through the second and third sections of the appraisal, we do, you do.</li> <li>• Spend 30 minutes max on the appraisal.</li> <li>• Ask students if they know what the difference between an underglaze and a glaze are.</li> <li>• Underglaze dries dull, and fires dull. Can be applied to greenware (unfired) or bisque fired pieces.</li> <li>• A glaze that becomes glossy after firing. A clear glaze can be added to the piece after the underglaze has been applied.</li> </ul> <p>Show the different colours the glazes look like when fired and leave on the screen, explain to students that they will be a lot brighter when fired and glazed.</p> <ul style="list-style-type: none"> <li>• At least 3 layers of underglaze.</li> <li>• Demonstrate to students how the underglaze looks when applied to greenware pieces.</li> </ul> <p><b>STUDENTS ARE NOT TO MIX COLOURS</b>  Students will then have the remainder of the lesson to glaze their pieces.  Offer assistance to students.</p>	<b>SEWB differentiation:</b> <ul style="list-style-type: none"> <li>• Students who have anxiety won't be called on when asked a question.</li> <li>• Students with adhd may be allowed to stand or fidget, keeping in mind that they are not disruptive. Implement any contracts with teachers.</li> <li>• Students with low literacy levels may need all the instructions written out in a checklist form.</li> <li>• School time out cards, some students will have a time out card that needs filling in every lesson as a focus/ goal.</li> </ul>
End	10 minutes before bell, start cleaning up.	Timer on PowerPoint

	Students need to have all brushes clean areas are wiped down.	
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Year 9: Visual Art- lesson 3 glazing vessels		Clay vessels: How to underglaze and fire
<b>Resources</b> <ul style="list-style-type: none"> <li>• Underglazed vessels</li> <li>• Kiln</li> </ul>		<b>Learning intentions:</b> Students will know how to load a kiln and how to set up clay vessels for firing  <b>Success criteria:</b> Students will have loaded their clay vessels into the kiln ready for firing
intro	<ul style="list-style-type: none"> <li>• Meet students outside the classroom</li> <li>• Set expectations of quietly entering the classroom and starting their <b>do now</b></li> <li>• “As you go inside you will be quiet, grab your books and pencils and start you do now. Today's do now is...”</li> <li>• “Before you go in, you need to tell me your favourite shapes flavour”</li> <li>• Enter in with students and start milling around.</li> <li>• Mark the roll</li> <li>• Mill around to check the do now progression</li> </ul>	Slide resources: Do now Learning intention and success criteria   examples of some colour combinations show the difference between an underglaze on a clay piece and a glaze.
Middle	<ul style="list-style-type: none"> <li>• Students will finish under glazing their practice figures.</li> <li>• Students will be glazing their vessels with the gloss glazes.</li> <li>• Make sure the glazes are all shaken up and paintable.</li> <li>• Students will need 3 apply three layers of glaze to their vessel.</li> <li>• Do not mix colours.</li> <li>• Early finishers: Simon says draw or collaboration drawing.</li> </ul>	SEWB differentiation <ul style="list-style-type: none"> <li>• Students who have anxiety won't be called on when asked a question.</li> <li>• Students with adhd may be allowed to stand or fidget, keeping in mind that they are not disruptive. Implement any contracts with teachers.</li> <li>• Students with low literacy levels may need all the instructions written out in a checklist form.</li> <li>• School time out cards, some students will have a time out card that needs filling in every lesson as a focus/ goal.</li> </ul>
End	10 minutes before bell, start cleaning up. Students need to have all brushes clean areas are wiped down.	Timer on PowerPoint

