CURRICULUM & ASSESSMENT

Lucy Davey (1601745)

Table of Contents

Lesson Plan ***2***

Teaching Resource ***7***

Link to Teaching Resource ***13***

Link to Rationale Presentation ***13***

Reference List ***14***

Lesson Plan

<table>
<tr>
<td><u>Age Group:</u> Mixed group of KS3 learners including year 7,8 and 9</td>
<td><u>No. of learners:</u> 12 learners</td>
<td><u>ALN's and meeting learner needs:</u> All learners have a diagnosis of ASD with a wide variety of complex issues. There is a range of ability in speech and language as well as emotional management. All learners show enthusiasm for art although there is a great disparity in their art abilities. As a cohort, independency and social skills are a vital part of the hidden curriculum to encourage personal growth.

Assessment for learning will be carried out in a range of ways including by using a visual traffic light system to avoid those with lower verbal abilities feeling insecure and unable to share their understanding.
To avoid any conflict between learners, there will be no use of comparison of understanding or work.
Independency will be encouraged by ensuring learners follow instructions and collect all resources needed for the main task by themselves.
The use of movement breaks will be used at an appropriate time to allow learners to recharge and release any energy that has built up.
To ensure that each learner is considered, and their needs are met as well as safety maintained for all, staff will be familiar with both any Individual Development Plans and Reactive Plans that are in place.</td>
</tr>
<tr>
<td colspan="2"><u>Additional Adults:</u> 2 level 2 Teaching Assistants</td>
<td><u>Role of additional adults:</u> The role of both additional adults will be to assist and encourage the learners in their engagement and completion of tasks. Teaching assistants will support those who have not been able to understand instructions by repeating them when necessary. Both teaching assistants will follow individual learners Reactive Plans if, and when there is any risk to the safety of that learner, other learners, or staff via any physical or verbal aggression.</td>
</tr>
<tr>
<td colspan="2"><u>Learning objectives:</u>
1. To apply existing knowledge of colour theory to creative work.
2. To understand the differences between Geometric shapes and Organic shapes.
3. To organise and present understanding and knowledge of colour and shape theory creatively and independently.

<u>Learning objectives/Assessment Criteria (differentiated for learners to allow them accessibility)</u></td>
<td><u>Success criteria:</u>
1. Learners' artwork will show a clear categorisation where one will include only primary-coloured geometric shapes while the other will include only secondary-coloured organic shapes.
2. Learners will be able to complete artwork showing a categorisation of geometric shapes in one piece and organic shapes in the other.
3. Learners will not only categorise based on colour and shape but will also produce an aesthetically pleasing piece of art having thought about the layout of their work.</td>
</tr>
</table>

1. I can remember what I have learnt about colours and show it in my artwork. 2. I understand the way a Geometric shape is different to an Organic shape. 3. I can use what I know about colours and shapes to create and show my work to others.	

Links to previous learning: Previous learning includes colour theory which teaches the differences in primary and secondary colours as well as their relationship with each other. Learners should understand what colours fall into each classification. Learners should also be able to demonstrate a knowledge of what primary colours are needed to make a range of secondary colours. This understanding will be assessed through the starter activity to ensure a firm understanding is shown by the cohort. If not, then the lesson should be adapted to reinstate this understanding prior to moving on to the main tasks.

Curriculum coverage: Expressive Arts (AoLE)

Progression Steps:

Creating combines skills and knowledge, drawing on the senses, inspiration, and imagination

Progression step 2 – I can communicate ideas, feelings, and memories for an audience and for purposes and outcomes in my creative work

Progression step 2 – I am beginning to apply techniques in my creative work with guidance and direction.

Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.

Progression step 1 – I am beginning to compare my own creative work to the creative work of others.

Progression step 2 – I can give and accept feedback as both artist and audience.

Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.

Progression step 1 – I can explore and experiment with a variety of creative techniques, materials, processes, resources, tools, and technologies.

(Welsh Government, 2020)

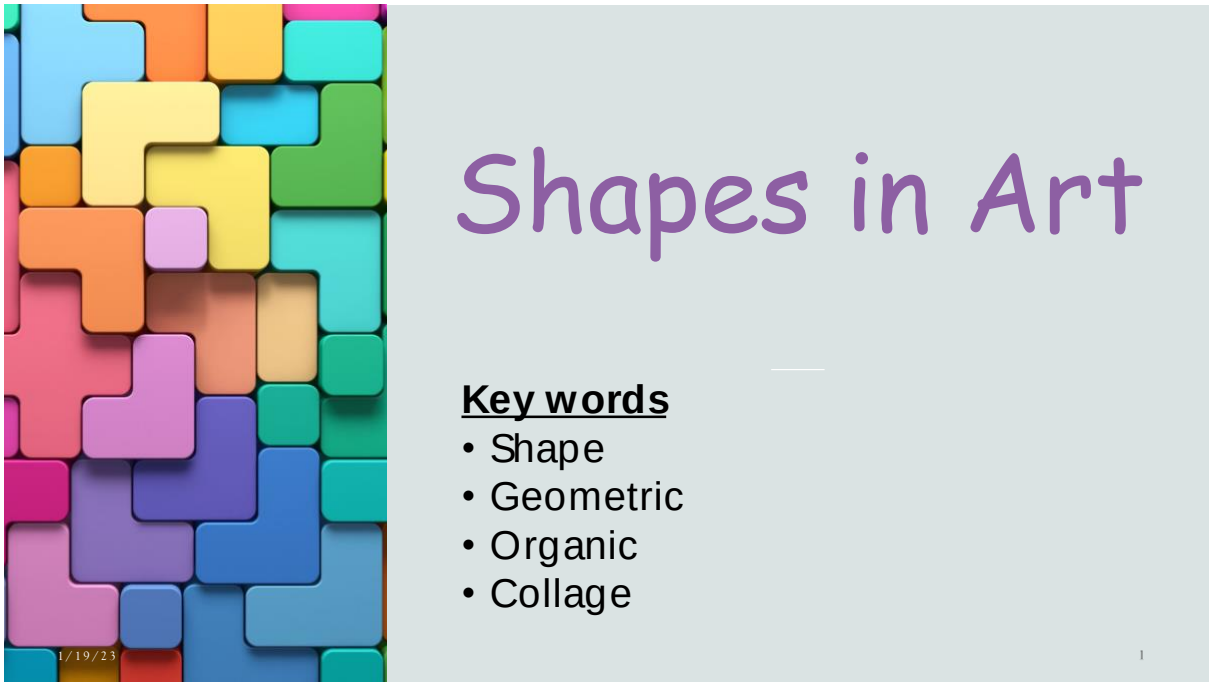
Thinking skills: • Learners will demonstrate their retention and recall skills during the starter activity. This will assess their current knowledge of colour theory to determine progression to shape theory. • Learners will consider the differences between geometric and organic shapes and demonstrate an ability to recall this information. • Learners will use their planning and design skills to create aesthetically pleasing artwork. • Learners will form opinions on their peers work and their peer's ability to meet assessment criteria for the main task. • Learners will contemplate their own work including what they did well and how it could be even better.	**Literacy:** Listening to understand Progression step 2 – I can listen to, understand, and recall what I have heard later. I can listen to, understand, and respond to a range of questions and multi-step instructions in a variety of familiar and unfamiliar contexts. Writing Progression step 3 – I can write legibly and fluently. Progression step 2 – I can use familiar punctuation, including capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for omission. (Welsh Government, 2020)
Numeracy: Shape and Space Progression step 1 – I can discuss the properties of shapes that I use in my everyday learning. Conceptual understanding Progression step 1 – I can understand and use basic mathematical concepts in a variety of ways. (Welsh Government, 2020)	**Digital Competence:** N/A
Y Cwricwlwm Cymreig: Welsh keywords will be used during the starter activity. A range of colours will be named in both English and Welsh with learners being tasked to interpret the language to connect to the correct colour classification.	**Global Dimension:** N/A

Time	Activities, organisation, and management	Resources	Assessment for learning
1. 5 minutes to complete. 2. 5 minutes to show answers and carry out AfL.	1. Starter activity – Learners are to enter the classroom and sit at their desks. Two worksheets will be on their desks with a pencil next to it. There will also be a pot of colouring pencils, traffic light cards sharpener and rubber placed on each desk. Learners will follow the instructions on each worksheet to complete them. Worksheet 1 – Work sheet one will have a list of coloured shapes as well as English and Welsh colour names on the left-hand side. On the right-hand side will be "primary" or "secondary". Learners will be instructed to connect each colour to the correct classification by drawing a line to match them up. Worksheet 2 – Worksheet 2 will consist of "colour sums". These will show for example a red circle + a blue circle = an empty circle. Learners will be instructed to colour the empty circle in the colour red and blue make when mixed. 2. Learners will be instructed to divert their attention to the interactive whiteboard. A PowerPoint will play showing the correct answers for both worksheets. Learners will be instructed to consider how well they completed the worksheets and how well they have remembered their previous learning. Learners will then be asked to share their reflection by using one of the traffic light cards on their desk.	1. Worksheet 1 and 2, pencil, pot of colouring pencils, rubber, sharpener. 2. Interactive whiteboard, PowerPoint, Computer, Traffic light cards.	Learners will complete the worksheets before assessing their answers by viewing the correct answers. Learners will be encouraged to hold up a card that shows how they feel they performed in the activity. They will be asked to show – Red: if they did not get many answers right and they feel they need to go over the topic again. Amber: if they feel they had some answers right and some wrong and they feel they have some understanding of the topic. Green: if they feel they had most, or all the answers correct and feel confident in their understanding of this topic. If any learners show a red card, then the lesson should be adapted to include a detailed recap of the previous lesson. If there is a mix of amber and green cards shown, the lesson should be adapted to include a brief recap of the previous lesson. If all cards shown are green, then there is evidence of sufficient understanding and knowledge to continue this lesson as planned.
1. 5 minutes 2. 5 minutes 3. a. 2 minutes b. 3 minutes c. 20 minutes d. 5 minutes (tidy up time) 4. 7 minutes	1. Introduction of shape theory Learners will watch a PowerPoint which defines geometric and organic shapes. Learners will see a range of examples of both shape types. Learners will be told about the relation of geometric shapes and mathematical shapes as well as the relation of organic shapes and natural forms. Learners will be told of some familiar objects, their shape and which classification they fall under.	1. PowerPoint, Computer, Whiteboard 2. PowerPoint, Computer, Whiteboard 3. A. PowerPoint, Computer, Whiteboard B. PowerPoint, Computer, Whiteboard, pile of A4 white cards, box of coloured paper, scissors, glue C. PowerPoint, Computer, Whiteboard, pile of A4 white cards, box of coloured paper, scissors, glue – learners are to collect their own resources from a central space to develop independence.	2. The physical and visual responses of each learner will demonstrate their ability to distinguished between geometric and organic shapes. This ability is critical to ensure success in the following creative task. Should the teacher feel there is any lack of understanding from learners then the lesson should be adapted to recap on the differences of each shape type. 3. During the creative task, the teacher and teaching assistants should be observing the learner's progress. If there is any sign of misunderstanding the teacher should interject through discussion with the learner and recap

	2. <u>Movement game</u> Learners will be instructed to stand up and slide their chairs under their table. They will be offered the opportunity to move into a space should they wish to. Learners will be shows and told that a triangle shape made with their arms represents a geometrical shape and jumping into a big star position with their arms stretched out represents an organic shape. Learners will watch and respond to a PowerPoint which shows a mix of geometric and organic shapes. They will follow on by demonstrating the correct body shape for each shape. Upon completion, learners will be asked to return to their seats ready for their creative task. This allows not only an AfL opportunity but also is best practice for ASD learners by using movement intergration. <u>Creative task</u> 3a. Learners will be given verbal and written instructions for their creative task. They will be told to pick a shape category to focus on. They will be told that if they pick geometric shapes, they must only use primary colours but if they pick organic shapes, they must only use secondary colours. Learners will be told to create an interesting collage using the resources available to them. The teacher will emphasise that in order to be successful they must use the correct colours for their chosen shape category. By being given the chance to select their own brief, learners are exercising their independence. 3b. Learners will be shown and read a list of resources that they will need to complete the task. They will be told to collect everything they need from the art table at the back of the classroom. This element of the lesson is crucial in developing the independence of the cohort as part of their hidden curriculum/development in becoming independent. 3c. Learners will begin to create their artwork spending time cutting out shapes, designing a layout and then using glue to stick them onto paper. During this time the teacher and teaching assistants will engage with learners and discuss their ideas while offering encouragement and help if needed.	4. Red, amber, and green post it notes, lined paper, PowerPoint, Computer, Whiteboard.	individually if needed. Given the range of abilities in this cohort, it is highly likely that regardless of understanding earlier in the lesson, learners may become distracted by the creative process and not focus on what they have learnt. 4. Through peer assessment learners will need to demonstrate an understanding of the lesson objectives by establishing the success of their peers. Learners who are able to select the correct coloured post it note in correlation to the work they are assessing have understood the learning for the session. Learners will also be able to demonstrate their understanding through their self-assessment. Learners should be able to express if they met the lesson objectives as well as how they can improve their understanding and/or creativity in the future.

	3d. Learners will be told to stop working on their art and return any resources to the art table. They will be instructed to put resources back where they found them and place any unwanted paper in the classroom bins. While learners are tidying up, the teacher should place a red, amber, and green post it notes on each desk and a piece of lined paper in preparation for the next activity. <u>Sharing and reflecting</u> 4 . Learners will be instructed to swap their artwork with the person next to them. Learners will be told to select the colour post it note that they feel shows how well their peer understood the creative task brief. They will also be asked to write what their favourite part of their peer's art is on the post it notes. By initiating the need for the learner to write their favourite aspect of the work, learners are encouraged to give compliments. This aids in their social skills development. Learners will then be asked to swap work back.		
3 minutes	<u>Plenary</u> Learners will be shown a scale from 1-10, with 1 being strongly disagree and 10 being strongly agree. Learners will be instructed to respond by showing the numbers with their fingers to a series of "I am" and "I can" statements. This activity brings numeracy into the AfL opportunity.	PowerPoint, Computer, Whiteboard	Learners will be able to share their feeling on their success with staff. This will allow the teacher to gain knowledge of how each individual feels regarding the topic of the session. This, along with other assessment for learning points will determine the cohort's progression in the next lesson.

Teaching Resource

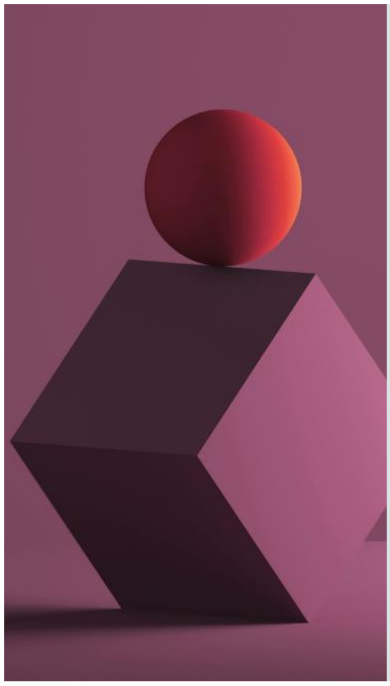


Lesson Objectives

- To apply existing knowledge of colour theory to creative work.
- To understand the differences between Geometric and Organic shapes.
- To organise and present an understanding of colour and shape theory creatively and independently.

Assessment Criteria

- I can remember what I have learnt about colours and show it in my artwork.
- I understand the way a Geometric shape is different to an Organic shape.
- I can use what I know about colours and shapes to create and show my work to others.

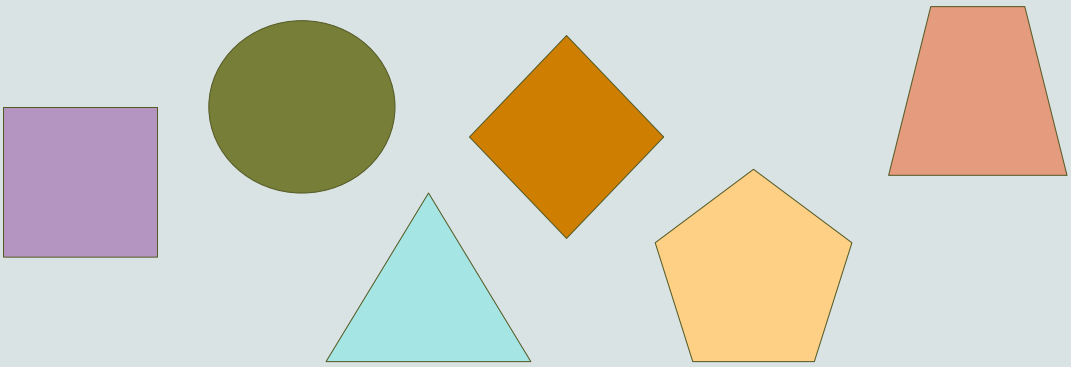


Geometric and Organic shapes

- In art, there are two types of shapes we can use.
- These are called **Geometric** and **Organic** shapes.
- What do we already know about shapes?

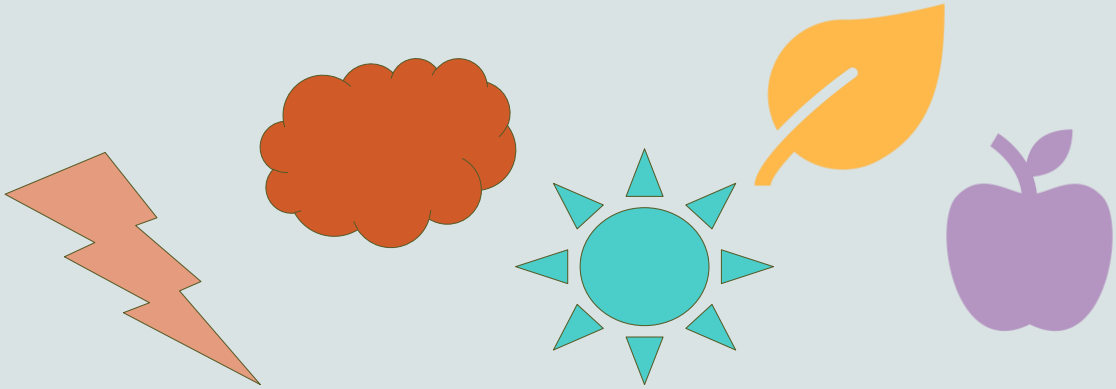
Geometric shapes

- **Geometric Shapes** are the shapes we already know well. They are the shapes we see in our math lessons.



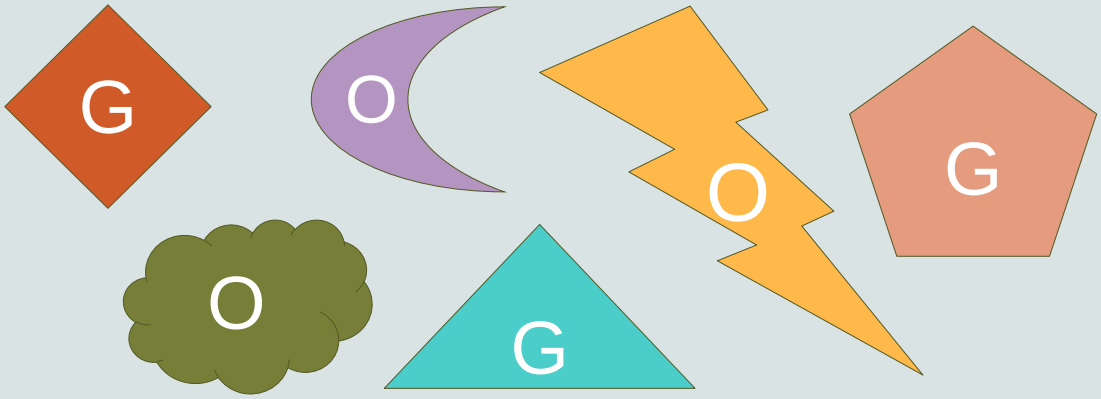
Organic Shapes

- **Organic Shapes** are shapes that are more interesting, fun and unique. **Organic Shapes** are the shapes we can draw without worrying about using a ruler, compass or protractor. We can see **Organic Shapes** in nature by looking at plants, fruit and vegetables, and the things that exist in our environment.



Geometric or Organic?

- Let's look at some shapes and if they are **Geometric** or **Organic**.



Where can we see these shapes?

We can see lots of **Geometric Shapes** in this room with us. The tabletop is a **Geometric shape**. The whiteboard, windows, floor spots, and even the light switch are all **Geometric Shapes**.

When we look outside, or take a walk in nature, we can see lots of **Organic Shapes**. The clouds in the sky, the leaves on the ground or the the sun, stars, and moon in the sky are all **Organic Shapes**.

Movement Game!

- Stand up and slide your chair under your desk. If you would like room to be free, find your self a space facing the whiteboard.

- The next slide will show lots of shapes.
- If you think it is **Geometric**, make a triangle with your arms.
- If you think it is **Organic**, make a big star with your arms stretched wide.

*Interactive game – shapes appear one at a time in a randomised order with music in the background.

Creative Task

- For our creative task, you are going to complete a collage. You have 20 minutes to work on this.
- Your collage should follow **one** of the briefs on the next page.

Creative briefs and resources

Brief 1

Using only **Geometric shapes** and **primary colors**, create a collage thinking about the design and layout of your shapes.

Brief 2

Using only **Organic shapes** and **secondary colors**, create a collage thinking about the design and layout of your shapes.

Resources

- A4 white card
- Coloured paper
- Scissors
- Glue

Link to Teaching Resource

Art Lesson Resource.pptx

Link to Rationale Presentation

New channel meeting-20230120_183836-Meeting Recording.mp4

Reference List

Adams, N.E. (2015) 'Bloom's taxonomy of cognitive learning objectives', *Journal of the Medical Library Association'*, 103(3), pp.152-153

Alsubaie, M.A. (2015) 'Hidden Curriculum as One of Current Issues of Curriculum', *Journal of Education and Practice,* 6(33), Available at: https://files.eric.ed.gov/fulltext/EJ1083566.pdf (Accessed: 18 January 2023)

Assessment Reform Group (2002), *Assessment for Learning: 10 principles,* Available at: https://dspace.stir.ac.uk/bitstream/1893/32458/1/Assessment%20for%20learning%2010%20principles%202002.pdf (Accessed: 18 January 2023)

Donaldson, G. (2015) *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales,* Available at: https://www.gov.wales/sites/default/files/publications/2018-03/successful-futures.pdf (Accessed: 16 January 2023)

Hall, E. & Issacs, D. (2011) *Severn keys to unlock autism: making miracles in the classroom,* San Francisco: Jossey-Bass

Harris, L.R. & Brown, G.T.L (2013) 'Opportunities and obstacles to consider when using peer- and self-assessment to improve student learning: Case studies into teachers' implementation', *Teaching and Teacher Education,* 36(2013), pp. 101-111, Available at: https://www.sciencedirect.com/science/article/abs/pii/S0742051X13001224?fr=RR-2&ref=pdf_download&rr=78b832c16ff1dcab (Accessed: 18 January 2023)

Hume, K. *et al,* (2014) 'Supporting Independence in Adolescents on the Autism Spectrum', *Remedial and Special Education,* 35(2), pp. 102-113, Available at: https://journals.sagepub.com/doi/full/10.1177/0741932513514617, (Accessed: 18 January 2023)

Martin, F. & Savage, J. (2013), *Lesson Planning for Effective Learning,* Maidenhead: Open University Press

Moseley,D. *et al*. (2005) *Framework for Thinking: A Handbook for Teaching and Learning.* Cambridge: Cambridge University Press

Naz, A. (2021) 'The Starter Activity of the Lesson; Considerable Categories and Dynamics', *Sir Syed Journal of Education & Social Research,* 4(1), Available at: https://ojs.sjesr.org.pk/index.php/ojs/article/view/609/238 (Accessed: 18 January 2023)

Nordenhof, M.S. & Ganneltoft, L. (2007), *Autism, Play and Social Interaction,* London: Jessica Kingsley Publishers

Reed, D.K. (2012) 'Clearly Communicating the Learning Objective Matters!', *Middle School Journal,* 43(5), pp.16-24

Scattone, D. (2007) 'Social skills interventions for children with autism', *Psychology in the Schools,* 44(7), pp.651-747

Spendlove, D. (2009) *Putting Assessment for Learning Into Practice,* London: Continuum International Publishing Group

Stan, A-L. (2021) 'The "Traffic Light" Method in the Context Evaluation – Self-Evaluation of Preschoolers', *Acta Didactica Napocensia,* 14(1), pp. 208-213, Available at: https://eric.ed.gov/?id=EJ1309202 (Accessed: 18 January 2023)

Stančić, M. (2020) 'Peer assessment as a learning and self-assessment tool: a look inside the black box', *Assessment & Evaluation in Higher Education,* 46(6), pp. 852-864, Available at: https://www.tandfonline.com/doi/full/10.1080/02602938.2020.1828267 (Accessed: 19 January 2023)

Tissot, C. & Evans, R. (2003) 'Visual Teaching Strategies for Children with Autism', *Early Child Development and Care,* 173(4), pp. 425-433, Available at: https://www.tandfonline.com/doi/epdf/10.1080/0300443032000079104?needAccess=true&role=button (Accessed: 18 January 2023)

Wallace, I. (2012), *Pimp your Lesson!: Prepare, Innovate, Motivate, Perfect,* London: Continuum International Publishing Group

Webster, C.A. (2015) 'Integrating movement in academic classrooms: understanding, applying and advancing the knowledge base', *Obesity Reviews,* Available at: https://onlinelibrary-wiley-com.ezproxy.uwtsd.ac.uk/doi/pdf/10.1111/obr.12285 (Accessed: 18 January 2023)

Welsh Government (2020) 'Expressive Arts', *Curriculum for Wales*, [webpage]. Available at: https://hwb.gov.wales/curriculum-for-wales/expressive-arts/ (Accessed: 16 January 2023)

Welsh Government (2021) 'Introduction to Curriculum for Wales guidance', *Curriculum for Wales,* [webpage]. Available at: https://hwb.gov.wales/curriculum-for-wales/introduction/ (Accessed: 16 January 2023)

Welsh Government (2022) 'Cross-curricular skills frameworks', *Curriculum for Wales,* [webpage]. Available at: https://hwb.gov.wales/curriculum-for-wales/cross-curricular-skills-frameworks/ (Accessed: 16 January 2023)

Welsh Government (2022) *Developing a vision for curriculum design.* Available at: https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#curriculum-design-and-the-four-purposes (Accessed: 18 January 2023)