

## 'Looking for Truth' Photo/Drawing Scheme.

<p>Cóilín Rush PME2</p>	<p>Tribe and legacy/ How the mechanics of seeing and drawing can be used to explore the documentation of our daily lives.</p>
<p><b>Class Name</b> 5y</p>	<p><b>Aim of Scheme</b> To marry the mechanics of photography to seeing and drawing by means of documenting and recording our daily lives</p>
<p><b>Class Profile</b> 17 students varying abilities</p>	<p><b>Multiple Layers of Learning</b></p> <p>On one level the students will be learning the physics of how the eye sees and how an image is projected.</p> <p>On another level the students will be learning how the minutia of their surroundings can be elevated to the status of fine art.</p>
<p><b>Behavior Issues/Strategies</b> My impression of Kilinarden so far is that it is quite an unruly school and as such I intend to observe Sarah and Niall in action to establish what strategies they best employ to deal with some of the chaos that can come with that. I will certainly have to think about how I can get the students to bring in objects or images.</p>	<p><b>Literacy and Numeracy</b></p> <p>The lessons will feature literacy as part of the ppt presentations and numeracy in terms of the measurement required to execute the drawing exercises.</p>
<p><b>SEN and Inclusion</b> I am thus far unaware of any SEN issues within the class.</p>	<p><b>Cross Curricular Links</b></p> <p>The lessons are cross curricular to physics because they refer to light projection and the eye as a focusing lens.</p>



Lesson No. 1/6 Date 6/11/2017 Double	Content	Learning Outcomes
	<p><i>Art element/ design principle/ skill/knowledge/ attitude. What content is the teacher teaching?</i></p> <p>Blind Drawing/Left handed. AEDP: Line/Contour. Process: Using The techniques of Blind Drawing and restriction to elicit true line. Learning Layer: Hand to eye calibration/ How restricting peripheral information can help to discern the truth in Circumstances (Justice is Blind).</p>	<p><i>What the students will know or be able to do as a result of the lesson – (see Blooms taxonomy; consider psychomotor, cognitive and domains) Differentiated outcomes</i></p> <p>Pupils will be able to identify the contours of the objects by avoiding referencing the drawing in process. Pupils will be able to create a process line drawing of an object from observation. Pupils will be able to consider restricting peripheral information can help to discern the truth in Circumstances (Justice is Blind).</p>
<p><b>Delivery method and activities. Strategies Including Evaluation and Differentiation</b></p>	<p><i>Strategies eg Group work/ demonstration and explanation procedures. Activities pupils will be engaged in to realise Learning Outcomes Including approach to differentiation</i></p> <p>7 slides on Blind drawing and artists who use restriction in practice (Mathew Barney/ Drawing Restraint).</p> <p>Discuss truth and how we can challenge ourselves to look. Practical drawing lesson focusing on contour. Group evaluation of finished pieces re fcontour/line.</p>	
<p><b>Resources Needed Including Support Studies and Visual Aids</b></p>	<p><i>Source material and Support studies and visual aids</i></p> <p>15 Pencils/Paper Plates 15 Bamboo sticks/Tape. Ppt Blind Drawing/ Betty Edwards 50 sheets of paper.</p>	
<p><b>Assessment Procedures, Success Criteria and Assessment Method</b></p>	<p><i>Success Criteria: Assessment procedures and methods.</i></p> <p>AEDP: Is there Line /Contour evident to demonstrate Shape? Process: How honest are the attempts judging by the mistakes? Learning Layer: Can honesty be challenging/Embarassing?. Can students define 3 Art elements within their drawings? Assessment: Self-Assessment and Group Assessment</p>	

Lesson No. 2/6 Date 9/11/2017 Double	Content	Learning Outcomes
	<p><i>Art element/ design principle/ skill/knowledge/ attitude. What content is the teacher teaching?</i></p> <p>Tracing from life. AEDP: Line/Shape/Contour. Process: Using perspex easel to trace objects from home. Learning Layer: Mechanics of Drawing/ Hand to eye calibration/ How small objects from a living space can be used to represent the larger picture of home.</p>	<p><i>What the students will know or be able to do as a result of the lesson – (see Blooms taxonomy; consider psychomotor, cognitive and domains) Differentiated outcomes</i></p> <p>Pupils will be able to identify the contours of the objects within a still life by tracing onto acetate. Pupils will be able to create an accurate line drawing of an object from observation. Pupils will be able to consider and explore how a single object can be used to represent a larger environment.</p>
<p><b>Delivery method and activities. Strategies Including Evaluation and Differentiation</b></p>	<p><i>Strategies eg Group work/ demonstration and explanation procedures. Activities pupils will be engaged in to realise Learning Outcomes Including approach to differentiation</i></p> <p>7 slides on drawing devices and artists who use single objects to tell larger stories.</p> <p>Discuss representing stories through objects. Practical drawing lesson focusing on form Group evaluation of finished pieces re form through line.</p>	
<p><b>Resources Needed Including Support Studies and Visual Aids</b></p>	<p><i>Source material and Support studies and visual aids</i></p> <p>7 or 8 perspex easels 15 sharpie pens Ppt (Hockney/Drawing Devices) 50 sheets of acetate.</p>	
<p><b>Assessment Procedures, Success Criteria and Assessment Method</b></p>	<p><i>Success Criteria: Assessment procedures and methods.</i></p> <p>AEDP: Is there Line /Contour evident to demonstrate Shape? Process: How well do the drawings represent the process? Learning Layer: Deeper levels of representation. Can students define 3 Art elements within their drawings? Assessment: Self-Assessment and Group Assessment</p>	

Lesson No. 3/6 Date 13/11/2017 Double	Content	Learning Outcomes
<b>Delivery method and activities. Strategies Including Evaluation and Differentiation</b>	<p><i>Art element/ design principle/ skill/knowledge/ attitude. What content is the teacher teaching?</i></p> <p>Blocking prejudice/Right brain drawing. AEDP: Tone/Shape/Line. Process: Copying inverted photographs in relation to tone . Learning Layer: Mechanics of seeing/ How seeing can be polluted by prejudice/ How to block prejudice.</p>	<p><i>What the students will know or be able to do as a result of the lesson – (see Blooms taxonomy; consider psychomotor, cognitive and domains) Differentiated outcomes</i></p> <p>Pupils will be able to identify the tonal variety within their photographs by inverting them and transferring them to a larger scale. Pupils will be able to create an accurate tonal drawing of a photograph from observation. Pupils will be able to consider and explore how prejudice can pollute truth by observing the more accurate drawings that result when they conspire to block their own prejudices</p>
<b>Resources Needed Including Support Studies and Visual Aids</b>	<p><i>Strategies eg Group work/ demonstration and explanation procedures. Activities pupils will be engaged in to realise Learning Outcomes Including approach to differentiation</i></p> <p>7 slides on right brain drawing/prejudice and artists who use barriers to challenge themselves. (Mathew Barney)</p> <p>Discuss the prejudice of recognition and how truth can be discerned. Practical drawing lesson focusing on Tonal variety. Group evaluation of finished pieces re tonal variety.</p>	<p><i>Source material and Support studies and visual aids</i></p> <p>15 B&amp; W photographs. 15 Rulers. 15 Dark pencils. Ppt (Betty Edwards/Prejudice). 50 sheets of paper.</p>
<b>Assessment Procedures, Success Criteria and Assessment Method</b>	<p><i>Success Criteria: Assessment procedures and methods.</i></p> <p>AEDP: Are there at least two points of absolute dark and Light and at least three grades in between to demonstrate Tonal Variety? Process: How well do the drawings represent the process? Learning Layer: Deeper levels of prejudice. Can students define several grades of tone within their drawings? Assessment: Self-Assessment and Group Assessment</p>	

Lesson No. 4/6 Date 16/11/2017 Double	Content	Learning Outcomes
<b>Delivery method and activities. Strategies Including Evaluation and Differentiation</b>	<p><i>Art element/ design principle/ skill/knowledge/ attitude. What content is the teacher teaching?</i></p> <p>Drawing from Photographs. AEDP: Line/Shape. Process: Using projected images sourced from Photographs to quickly render drawings/multiples. Learning Layer: Mechanics of projected light/How repetition affects meaning.</p>	<p><i>What the students will know or be able to do as a result of the lesson – (see Blooms taxonomy; consider psychomotor, cognitive and domains) Differentiated outcomes</i></p> <p>Pupils will be able to identify the shapes of the objects within an image by tracing over projections. Pupils will be able to create an accurate series of line drawing by repetition. Pupils will be able to consider and explore how repetition affects meaning.</p>
<b>Resources Needed Including Support Studies and Visual Aids</b>	<p><i>Strategies eg Group work/ demonstration and explanation procedures. Activities pupils will be engaged in to realise Learning Outcomes Including approach to differentiation</i></p> <p>7 slides on projections and artists who employ multiples in their work.</p> <p>Discuss how repetition affects meaning. Practical drawing lesson focusing on multiples. Group evaluation of finished pieces re repetition and variation.</p>	
<b>Assessment Procedures, Success Criteria and Assessment Method</b>	<p><i>Source material and Support studies and visual aids</i></p> <p>7 or 8 projectors 15 pencils Ppt (Hockney/Drawing Devices) 50 sheets of paper.</p> <p><i>Success Criteria: Assessment procedures and methods.</i></p> <p>AEDP: Is there strong and gentle line evident to represent balance? Process: How well do the drawings represent the process? Learning Layer: Deeper levels of meaning re repetition and variation. Can students define 2 Art elements within their drawings? Assessment: Self-Assessment and Group Assessment</p>	

Lesson No. 5/6 Date 20/11/2017 Double	Content	Learning Outcomes
<b>Delivery method and activities. Strategies Including Evaluation and Differentiation</b>	<p><i>Art element/ design principle/ skill/knowledge/ attitude. What content is the teacher teaching?</i></p> <p>Drawing with light. AEDP: Line/Shape. Process: Using light pens students will create portraits of each other by means of slow exposure photography. Learning Layer: Mechanics of photogrpahy/exposure and How time affects perspective.</p>	<p><i>What the students will know or be able to do as a result of the lesson – (see Blooms taxonomy; consider psychomotor, cognitive and domains) Differentiated outcomes</i></p> <p>Pupils will be able to demonstrate the application of time to exposure in drawing. Pupils will be able to create an expressive portrait from a static pose using light as a dynamic. Pupils will be able to consider and explore how time affects things that appear static and unmoveable like peoples attitudes.</p>
<b>Resources Needed Including Support Studies and Visual Aids</b>	<p><i>Strategies eg Group work/ demonstration and explanation procedures. Activities pupils will be engaged in to realise Learning Outcomes Including approach to differentiation</i></p> <p>7 slides on photography/exposure and artists (picasso) who have used this process to create artworks.</p> <p>Discuss how time reveals hidden patterns. Practical drawing lesson focusing on line/Shape. Group evaluation of finished pieces re differing qualities of line.</p> <p><i>Source material and Support studies and visual aids</i></p> <p>5 SLR cameras. 5 light pens. Ppt (photography/picasso) Examples of slow exposure photography.</p>	
<b>Assessment Procedures, Success Criteria and Assessment Method</b>	<p><i>Success Criteria: Assessment procedures and methods.</i></p> <p>AEDP: Is there evidence of variation of line quality e.g. Dynamic vs static? Process: How well do the drawings represent the process of time lapse? Learning Layer: Deeper levels of the application of time regarding attitudes. Can students define 2 Art elements within their drawings? Assessment: Self-Assessment and Group Assessment</p>	

Lesson No. 6/6 Date 23/11/2017 Double	Content	Learning Outcomes
<b>Delivery method and activities. Strategies Including Evaluation and Differentiation</b>	<p><i>Art element/ design principle/ skill/knowledge/ attitude. What content is the teacher teaching?</i></p> <p>Tracing from life. AEDP: Line/Shape/Contour. Process: Using perspex easel to trace objects from home. Learning Layer: Mechanics of Drawing/ Hand to eye calibration/ How small objects from a living space can be used to represent the larger picture of home.</p>	<p><i>What the students will know or be able to do as a result of the lesson – (see Blooms taxonomy; consider psychomotor, cognitive and domains) Differentiated outcomes</i></p> <p>Pupils will be able to identify the contours of the objects within a still life by tracing onto acetate. Pupils will be able to create an accurate line drawing of an object from observation. Pupils will be able to consider and explore how a single object can be used to represent a larger environment.</p>
<b>Resources Needed Including Support Studies and Visual Aids</b>	<p><i>Strategies eg Group work/ demonstration and explanation procedures. Activities pupils will be engaged in to realise Learning Outcomes Including approach to differentiation</i></p> <p>7 slides on drawing devices and artists who use single objects to tell larger stories.</p> <p>Discuss representing stories through objects. Practical drawing lesson focusing on form Group evaluation of finished pieces re form through line.</p>	<p><i>Source material and Support studies and visual aids</i></p> <p>7 or 8 perspex easels 15 sharpie pens Ppt (Hockney/Drawing Devices) 50 sheets of acetate.</p>
<b>Assessment Procedures, Success Criteria and Assessment Method</b>	<p><i>Success Criteria: Assessment procedures and methods.</i></p> <p>AEDP: Is there Line /Contour evident to demonstrate Shape? Process: How well do the drawings represent the process? Learning Layer: Deeper levels of representation. Can students define 3 Art elements within their drawings? Assessment: Self-Assessment and Group Assessment</p>	