Learning Plan

Topic	Colour Manipulation Inspired by Fernando Vicente	Class/Group	Year 10	Date/Time	Wed P4, 13.15 – 14.15
Context Prior learning	Students have been exploring Fernando Vicente's work, focusing on his use of colour and technique in creating artist copies using acrylic paint. In this lesson, they will transition to digital work, applying Vicente's style to their own photographs using Photoshop. This lesson supports the National Curriculum by developing students' understanding of art techniques (digital and traditional) and promoting creativity through technology. It builds on prior knowledge of colour theory and composition while introducing essential digital editing skills, critical for contemporary artistic practices. The ability to manipulate and reinterpret images digitally is foundational for later units, particularly those focused on personal projects and portfolio development.				
Learning Objective(s) & outcomes	***WALT (We Are Learning To):*** ● *Understand how to use Photoshop tools to manipulate image colour and tone.* ● *Apply knowledge of Fernando Vicente's style to personal work.* ● *Experiment with colour variations to enhance creative expression.* ***Lesson Outcomes:*** ● *To know how to adjust and manipulate colour in Photoshop effectively.* ● *To develop: Skills in editing photographs to align with a specific artistic style.* ● *To be able to: Create two variations of an edited photo, one inspired by Vicente and another showing a unique colour interpretation.*				
Literacy-Key Words etc.	**Key Words**: Hue, Saturation, Contrast, Manipulation, Inspiration, Palette. **Focus**: Encourage full-sentence answers during discussion and on exit cards to strengthen vocabulary. **Do Now Task:** Present an edited photo by Fernando Vicente. Ask students to: Identify two features of Vicente's use of colour. Suggest why he might have chosen those colours. Key words are referred to throughout the course of study however, students should be able to answer questions in full sentences. Students should be able to answer using key tier 2 and 3 vocabularies. (Eg: Analyse, evaluate, examine)				
Inclusion strategies incl. identifying PP, EAL, SEND, high-achieving learners	**General Strategies** ● **Visual Aids and Demonstrations: Ensure clarity for all, especially CW (dyslexic tendencies) and PS/MK (EAL).** ● **Scaffolded Tasks: Break tasks into steps to support PT (bilateral Wilms tumour), AF (physical disability), and MY (selective mutism).** ● **Positive Environment: Maintain calm, clear communication to support AF (PTSD/anxiety) and LW (SEMH).** ● **Self-Assessment: Help all students, including high achievers EW/CM and lower achievers MM/MY, track progress.** ● **Time-Out Support: For PT, AF, and medical needs (EH, MS, JB, etc.), allow breaks as needed.** **(Student specific information removed due to GDPR)**				
Risk Assessment	● Check that the classroom layout allows for free movement without tripping hazards. ● Watch for any issues related to safeguarding of students physical and mental health. ● Encourage positive self-assessment to build confidence, and address any frustration constructively. ● Monitor frustration levels when using Photoshop and provide guidance promptly. ● Encourage safe use of computers and proper posture during the session. ● Avoid food or drinks near devices. ● Be aware of individual needs (e.g., time-out cards, accessible seating).				

Structure of Learning and Teaching				
Time	Teacher activity e.g. engaging learners, **questions**, discussions, demonstrations	Educational theories	Learner activity to meet the objectives – may include individual or group work	Assessment How will you know that your learners have met the objective(s) and made progress?
Starter (10 mins) 13.15 – 13.25	Take the register and introduce the lesson objectives. Facilitate the **Do Now Task** on Fernando Vicente's colour use. Discuss their observations and how colour impacts emotion and mood.	*Bloom's Taxonomy:* encourages higher-order thinking (analysis). *Bandura's Modelling:* teacher models behaviour and expectations.	Complete the Do Now Task by analysing Vicente's artwork. Share responses during the discussion.	Check students' understanding of colour manipulation and their ability to link to Vicente's style through responses. Observe responses to the Do Now task to gauge understanding of Vicente's style.
Main Task (45 mins) 13.25 – 14.10	**Demonstration (10 mins):** Show how to adjust hue, saturation, and contrast in Photoshop to emulate Vicente's colour schemes. Outline the task: Create two versions of a selected photo, one inspired by Vicente's palette and another with a contrasting, unique colour scheme. Provide scaffolding, such as annotated screenshots of Photoshop tools. Circulate the room, providing feedback and individual support.	*Piaget's Constructivism:* students construct knowledge by experimenting. *Vygotsky's Scaffolding:* step-by-step guidance reduces complexity.	Experiment with Photoshop tools to tweak the colours of their chosen photo. Create two final edits: one Vicente-inspired and one personal. Save and organise their files for submission.	Observe students' application of Photoshop techniques. Use questioning to check understanding and progress. Review students' Photoshop work for effective use of colour manipulation tools. Use targeted questioning to assess understanding and creativity.
Plenary (10 mins) 14.10 – 14.15	Facilitate a discussion on what students learned, focusing on Vicente's style and their creative process. "How did changing the colours of your photo change its mood?" Direct students to tidy up and organise their workstations.	Reflective Practice: Encouraging students to evaluate their own learning. *Hattie's Visible Learning:* peer feedback improves outcomes.	Reflect on their learning by completing the discussion. Tidy up and prepare to leave.	Review Exit Cards for understanding of key concepts. What did you learn about digital editing? Which edit are you most proud of and why? Evaluate comprehension of the task and the ability to articulate artistic choices. "Which tools worked best for creating the desired effects?" "How did your colour choices change the mood of the image?" "What did you learn today?" "What would you like to explore further?"

Evaluation of the learning and my teaching Include implications for subsequent learning and next lesson's targets	***Progress Against Objectives:*** *Assess whether students successfully manipulated colours in Photoshop. Evaluate their ability to apply Vicente-inspired and original palettes.* ***Reflection on Learners' Outcomes:*** *Did all students make progress? Identify any gaps or challenges faced.* ***Next Steps for Learning:*** *Plan for further refinement of digital editing skills in future lessons.*