Learning Plan

Topic	Digital Illusion Art	**Class/Group**	Year 12	**Date/Time**	Tues P1, 9.30 – 10.25

Context Prior learning	Students previously worked on Josef Albers-inspired paper-cutting tasks and creative photography techniques, introducing abstract visual representation and spatial manipulation. This lesson builds on those skills by exploring digital tools to create visual illusions, focusing on the manipulation of shapes to challenge perception. The lesson aligns with the National Curriculum by advancing students' technical digital skills and conceptual understanding. It prepares them for further exploration of illusionary techniques in art.
Learning Objective(s) & outcomes	**WALT (We Are Learning To):** • Use digital tools to create artworks that focus on visual illusions. • Develop technical proficiency with software (e.g., Photoshop, Procreate). **Lesson Outcomes:** • To know: Key principles of digital illusion art, focusing on shape and layering. • To develop: Practical skills in creating illusionary effects using shapes and digital techniques. • To be able to: Produce a completed artwork that uses shapes to create a convincing digital illusion.
Literacy-Key Words etc.	**Illusion:** A deceptive visual trick that makes the viewer perceive something differently from reality. **Digital Manipulation:** The process of altering images or creating effects using digital tools. **Layering:** A technique in digital art where different components are stacked on top of each other to create depth or complexity. **Focus:** Students should answer in full sentences using appropriate vocabulary and describe how they applied the concepts during the lesson. Encourage the use of terms like perspective, illusion, and digital manipulation to enhance written and verbal communication.
Inclusion strategies incl. identifying PP, EAL, SEND, high-achieving learners	**General Strategies for All Students** • **Visual Examples and Demonstrations**: Help students understand the task better. • **Self-Assessment**: Encourage reflection and metacognition. • **Positive Environment**: Support creativity and effort. • **Scaffolded Tasks**: Break tasks into smaller steps to reduce cognitive load. • **Positive Reinforcement**: Praise effort and engagement. • **Clear Behaviour Routines**: Ensure consistency in behaviour management. **(Student specific information removed due to GDPR)**

Risk Assessment	- Ensure the safe use of computers and be supervised when using digital platforms. - Ensure all students handle digital tools responsibly to avoid misuse or damage. - 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.

Structure of Learning and Teaching	
Time	**Starter (25 mins)** **Time:** 9:30 – 9:55
Teacher activity e.g. engaging learners, questions, discussions, demonstrations	o **Welcome and Register students** o **Do Now Task:** Introduce the lesson with a **literacy-based starter**: o Ask students to define **digital manipulation** and **illusion** in their own words. o Show an example of a digital illusion artwork and discuss how shape and line are manipulated to create the illusion. o **Demonstration:** Briefly explain the principles of **digital illusion art** and how perspective is used in digital tools: e.g., Photoshop. o **Model the technique**: Show how to manipulate in a digital drawing. Use examples of **layering** to illustrate the process. o Engage students with **targeted questions** about how they can manipulate perspective in their own work.
Educational theories	**Vygotsky's Zone of Proximal Development (ZPD):** The activities will be scaffolded to ensure that students work within their ZPD, where they are challenged but not overwhelmed. This will be done by breaking down the task into manageable steps, offering examples, and providing targeted support for students who require it. **Bloom's Taxonomy:** The lesson aims to encourage students to move from lower-order thinking skills (e.g., remembering and understanding the basics of digital manipulation) to higher-order skills (e.g., applying, analyzing, and creating their own digital illusion artwork). Students will be asked to reflect on their learning, engaging in critical thinking and self-assessment, which supports the development of evaluative skills.
Learner activity - to meet the objectives – may include individual or group work	o Complete the **Do Now task** by defining the terms **digital manipulation** and **illusion**. o Listen actively to the demonstration and ask questions to clarify the technique. o Discuss the example artwork and how the perspective was altered to create the illusion.
Assessment How will you know that your learners have met the objective(s) and made progress?	o **Check student responses** to the **Do Now task** to assess understanding of key terms. o Observe **engagement** during the demonstration and offer clarification where necessary. o **Do Now Task (Assessment for Learning - AFL) Focus:** The Do Now task serves to activate prior knowledge of perspective and illusions. This will give insight into students' existing understanding and their ability to recall terms such as 'perspective' and 'illusion.' o **Assessment Method:** Review student responses for accuracy and depth of understanding. o Ask follow-up questions to probe understanding and correct misconceptions. o Use this task to gauge the overall readiness of the class for the main task and adjust the level of support if needed.

Time	Main Task (25 mins) Time: 9:55 – 10:20
Teacher activity e.g. engaging learners, questions, discussions, demonstrations	o **Instructions:** Provide clear instructions on how to create a **digital illusion artwork** using perspective manipulation. Explain step-by-step how to **create depth** through layering, and apply **digital effects** to enhance the illusion. o **Scaffolding:** For lower-ability students, provide a basic template or reference image they can build upon. **Circulate** the room to provide feedback, support, and challenge students to experiment with their own designs.
Educational theories	**Constructivism (Piaget):** This lesson aligns with constructivist principles by allowing students to build on their existing knowledge of digital manipulation and illusion. The hands-on, experiential nature of the task allows them to actively construct their understanding through experimentation and application of new concepts in their digital artwork.
Learner activity - to meet the objectives, may include group work	o **Work independently or in pairs** to create a **digital illusion artwork**. o Apply techniques from the demonstration, such as **manipulating perspective** and adding **illusionary effects**. Collaborate and share ideas with peers as needed.
Assessment How will you know that your learners have met the objective(s) and made progress?	o **Review students' work** for evidence of understanding and application of digital manipulation. o Use **questioning** to assess progress and provide individual support. o **Observation:** Circulate the classroom, observing students as they work. Focus on their application of the digital manipulation principles demonstrated in the starter. o **Questioning:** Use targeted questioning to assess individual student progress (**e.g., "What effect does changing the line thickness have on your illusion?").** o **Peer Review:** Encourage peer-to-peer feedback during the task, where students can evaluate each other's work, offering constructive criticism based on the use of illusion techniques. o **Progress Checkpoints:** Have students stop at intervals (e.g., after 10 minutes, halfway through) and show their progress. Provide feedback and guide them to refine their work based on the initial assessment.

Time	Plenary (5 mins) Time: 10:20– 10:25
Teacher activity e.g. engaging learners, questions, discussions, demonstrations	o **Clean-up:** Guide students to save their digital work and log out. o **Reflection:** Facilitate a **class discussion** reviewing the key points of the lesson (e.g., how digital tools can manipulate to create illusions). **Exit discussion** asking students to reflect on the lesson, such as: o **"How did you use digital manipulation tools to create your illusion?"** o **"What was the most challenging part of manipulating shape and line digitally?"** o **Exit Routine:** Ensure students leave calmly and on time.
Educational theories	**Bloom's Taxonomy:** The lesson aims to address several cognitive levels, remembering (recalling techniques), understanding (explaining the differences between transfers), applying (using techniques to create artwork), and analyzing (self-reflection through exit cards).
Learner activity - to meet the objectives – may include individual or group work	o **Organize materials** and clean up. o Reflect on their learning. o Participate in the **class discussion** sharing insights or questions.
Assessment How will you know that your learners	o **Evaluate exit discussion** to assess understanding and identify areas needing clarification. o Observe if students can articulate their understanding of **digital manipulation** in art.

have met the objective(s) and made progress?	o **Ask students to reflect on one aspect of perspective they learned and how they used it in their artwork.** This reflection will provide insight into individual understanding and identify areas that may need further exploration. o **Self-assessment:** Allow students to self-assess their work based on a rubric that highlights key areas such as use of illusion techniques, and creativity. o **Teacher Reflection:** After collecting exit cards, review the responses for common trends, and use this data to inform the planning of the next lesson. If a particular concept, like manipulating proportions, was not understood well, additional focus can be given to that in the following lesson.
Evaluation of the learning and my teaching **Include implications for subsequent learning and next lesson's targets**	*Evaluation of Learning and Teaching* 1. *Progress Against Objectives: Were students able to create digital illusions effectively using shapes and layering?* 2. *Learner Outcomes: Did all students show progress in developing their technical skills? Identify those needing further support.* 3. *Next Steps: Address gaps in understanding, particularly in advanced layering techniques, in the following lesson.*