

# Learning Plan

Topic	Exploring Line as a Formal Element	Class/Group	7	Date/Time	Wednesday, P5, 14:15-15:20
Context Prior learning	Students have been practicing line work, focusing on achieving different line weights and pressures.				
Learning Objective(s) & outcomes	<p><b>WALT (We Are Learning To):</b></p> <ul style="list-style-type: none"> <li>• Understand how line weight and movement can create visual effects such as fluidity.</li> <li>• Explore how artists like Shantell Martin use line to convey form and movement.</li> <li>• Develop individual creative expression through line-based art.</li> </ul> <p><b>Lesson Outcomes:</b></p> <ul style="list-style-type: none"> <li>• To know: How line weight and movement can affect the perception of form and flow in a drawing.</li> <li>• To develop: Skills in using line to convey movement and create a fluid composition.</li> <li>• To be able to: Complete the “Line as Water” worksheet and produce a unique line drawing inspired by Shantell Martin.</li> </ul>				
Literacy-Key Words etc.	<ul style="list-style-type: none"> <li>• <b>Key Words:</b> Line, weight, pressure, abstract, fluid, form, movement.</li> <li>• <b>Expectations:</b> Students should be able to describe their use of line and explain the choices made in their work using key vocabulary.</li> </ul> <p>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)</p>				
Inclusion strategies incl. identifying PP, EAL, SEND, high-achieving learners	<ul style="list-style-type: none"> <li>• <b>PP (Pupil Premium):</b> Provide individual feedback to ensure understanding.</li> <li>• <b>EAL:</b> Use visuals and clear demonstrations; highlight key vocabulary.</li> <li>• <b>SEND:</b> Break tasks down into clear, step-by-step instructions; offer support as needed.</li> <li>• <b>High-Achieving Learners:</b> Encourage them to experiment with layering or creating complex patterns with line.</li> </ul> <p><b>(Student specific information removed due to GDPR)</b></p>				
Risk Assessment	<ul style="list-style-type: none"> <li>• Ensure all materials (pencils, sharpeners, rubbers) are safely handled.</li> <li>• Check that the classroom layout allows for free movement without tripping hazards.</li> <li>• Provide clear instructions for safe use of tools.</li> <li>• Watch for any issues related to safeguarding of students physical and mental health.</li> <li>• Encourage positive self-assessment to build confidence, and address any frustration constructively.</li> </ul>				
Structure of Learning and Teaching					
Time	Teacher activity e.g. engaging learners, <b>questions</b> , 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?	
<b>14:15 - 14:25 (10 mins)</b>	<b>Starter Activity</b>	<b>Constructivist Learning</b>	Students complete the	Observe students’ engagement and	

	<p><b>Introduce a vocabulary word search</b> that includes terms related to line types (e.g., curved, straight, zigzag).</p> <p><b>Lead</b> students through a paragraph-filling exercise using the vocabulary terms they found.</p> <p><b>Facilitate a brief discussion</b> about how each line type might affect a drawing's feel.</p>	<p><b>Theory:</b> Students build understanding by actively engaging with vocabulary in a hands-on way, promoting retention and comprehension.</p>	<p>word search, then fill in the paragraph blanks using the vocabulary words found. Share answers as a class.</p>	<p>assess understanding based on their explanations of each term used in the paragraph.</p>
<p><b>14:25 - 14:45 (20 mins)</b></p>	<p><b>Main Task 1 – “Line as Water” Worksheet</b></p> <p><b>Recap line pressure and weight from previous lessons.</b> <b>Demonstrate</b> how to achieve a flowing effect on the “Line as Water” worksheet by using varied line pressures.</p>	<p><b>Bruner’s Scaffolding:</b> Provide guidance on using different line weights to create fluidity, supporting students as they develop this skill.</p>	<p>Students complete the worksheet, experimenting with line weights to create the look and feel of flowing water.</p>	<p>Walk around, offering immediate feedback on technique and observing their ability to vary line weight for desired effects.</p>
<p><b>14:45 - 15:05 (20 mins)</b></p>	<p><b>Main Task 2 – Shantell Martin-Inspired Line Drawing</b></p> <p><b>Introduce</b> Shantell Martin, providing examples of her work (see cheat sheet below). Demonstrate a simple, continuous line drawing in her style. <b>Encourage</b> students to create their own line-based art inspired by Martin’s flowing, connected style.</p>	<p><b>Vygotsky’s Social Learning Theory:</b> Encourage students to share their work and observations, fostering collaborative learning and mutual inspiration.</p>	<p>Create a line drawing inspired by Shantell Martin’s abstract style, experimenting with fluid, interconnected lines.</p>	<p>Review students’ work for creativity and adherence to line technique. Offer feedback on their unique interpretation and use of line.</p>
<p><b>15:05 - 15:15 (10 mins)</b></p> <p><b>Lesson ends at 15:20 remaining time to be used to tidy up and say the Grace.</b></p>	<p><b>Plenary/Reflection</b> Lead a reflection activity, asking questions such as, “How did line weight affect your drawing’s look?” and “Why do you think Martin chose to use only lines in her art?”</p>		<p>Participate in sharing their artwork and explaining their line choices, connecting back to the lesson’s vocabulary and objectives.</p>	<p>Participate in sharing their artwork and explaining their line choices, connecting back to the lesson’s vocabulary and objectives.</p>

<p>Evaluation of the learning and my teaching Include implications for subsequent learning and next lesson's targets</p>	<p><b>Progress against targets:</b> Check if most students have met the objective of using line weight and pressure effectively in their work.</p> <p><b>Evidence of progress:</b> Confirm that students' completed worksheets and drawings show understanding of line types and control.</p> <p><b>Groups/Individuals who may not have made progress:</b> Identify any SEND or EAL students who may need additional support with line control and vocabulary.</p> <p><b>Actions to support these learners:</b> Ensure extra practice opportunities, peer support, and visual aids are in place for students who may need it.</p> <p><b>Next steps for teaching:</b> Plan to introduce the next formal element (shape) in upcoming lessons to support continued skill development.</p>
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