

Learning Plan

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| Topic | Mouth Drawing Techniques | Class/Group | Year 8 | Date/Time | Thu P4 13.15 - 14.15 |
| Context Prior learning | Students have used a grid to create a pen mouth drawing, focusing on proportions and pen work. | | | | |
| Learning Objective(s) & outcomes | <p>WALT (We Are Learning To):</p> <ul style="list-style-type: none"> ● Simplify complex features (mouths) into basic shapes. ● Apply observational drawing techniques to achieve accuracy. ● Enhance drawings with shading using hatching techniques. <p>Lesson Outcomes:</p> <ul style="list-style-type: none"> ● To know: How to break down the structure of a mouth into simple, manageable shapes. ● To develop: Skills in shading and creating depth using hatching techniques. ● To be able to: Trace and shade a mouth, construct a mouth using simple shapes, and complete an observational drawing with applied shading. | | | | |
| Literacy-Key Words etc. | <ul style="list-style-type: none"> ● Hatching: A shading technique using closely spaced parallel lines. ● Observation: Careful attention to detail when drawing from real life or an image. ● Proportion: The relationship of sizes between different parts of a drawing. <p>Keywords are referred to throughout the study. However, students should be able to answer questions in complete sentences. Students should be able to respond 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"> ● PP: Provide additional verbal feedback and support. ● EAL: Use visuals and demonstrations to support understanding. ● SEND: Scaffold instructions with straightforward, step-by-step tasks. ● High-achieving learners: Encourage independent work and provide challenging tasks (e.g., adding detail or experimenting with other materials). <p>Student specific information removed due to GDPR)</p> | | | | |
| Risk Assessment | <ul style="list-style-type: none"> ● Ensure all materials (pencils, sharpeners, rubbers) are safely handled. ● Check that the classroom layout allows for free movement without tripping hazards. ● Provide clear instructions for the safe use of tools. ● Watch for any issues related to safeguarding student's physical and mental health. ● Encourage positive self-assessment to build confidence and address any frustration constructively. | | | | |
| 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? |
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| 13:15 – 13:20 (5 mins) | Take the register while students begin the tracing task of mouths in pen on tracing paper. | Constructivism (Piaget): Encourages students to actively engage in drawing as a way to construct knowledge. | Students trace mouths in pen, focusing on shading with hatching, adding detail to use later as filler in their books. | Observe student engagement and early attempts at hatching. |
| 13:20 – 13:35 (15 mins) | Demonstrate breaking a mouth into simple shapes, explaining step-by-step. | Scaffolding (Bruner): Builds understanding by breaking down tasks and providing structured support. | Follow the demonstration, sketching a mouth using simple shapes. | Check sketches to ensure students are correctly identifying and using simple shapes. |
| 13:45 – 14:00 (15 mins) | Demonstrate how to identify shapes in an image of a mouth, linking this skill to improved observational drawing. | Zone of Proximal Development (Vygotsky): Provides guidance to help students achieve tasks beyond their independent level. | Use tracing paper to mark shapes within pre-drawn mouths on their page, practicing analytical observation skills. | Assess how well students identify shapes in the images. |
| 13:40 – 14:05 (25 mins) | Guide students in completing an observational drawing of a mouth, encouraging them to add shading using hatching techniques. | Experiential Learning (Kolb): Learning through hands-on drawing experiences. | Create an observational drawing of a mouth, adding shading with hatching. | Evaluate final drawings for accuracy, proportion, and application of shading techniques. |
| 14:05 – 14:10 (5 mins) | Facilitate a plenary discussion, prompting students to reflect on what went well and what they could improve in their drawings. | Metacognition (Flavell): Encourages students to think about their own learning process and outcomes. | Reflect on their work, identifying strengths and areas for improvement. | Listen to reflections and identify common themes to inform future lessons. |
| 14:10 – 14:15 (5 mins) | Direct students to tidy their workspace, collect materials, and prepare their books for the next lesson. | Behaviourism (Skinner): Reinforces positive routines for organisation and respect for shared resources. | Tidy up workspaces and return materials to their appropriate locations. | Monitor classroom tidiness and ensure all materials are accounted for. |
| Evaluation of the learning and my teaching Include implications for subsequent learning and the next lesson's targets | <ol style="list-style-type: none"> 1. Progress Against Targets: <ul style="list-style-type: none"> o Evidence: Review completed drawings and hatching work to assess progress on shading and structure. 2. Assessment of Learners' Progress: <ul style="list-style-type: none"> o General Progress: Monitor all students' work | | | |

and check for understanding in the plenary discussion.

- o **Specific Groups:** Identify students who struggled with grid drawing or tonal hatching, especially SEND or EAL students. Adapt future lessons to offer further scaffolding or simplified tasks.*

3. Next Steps:

- o Reinforce hatching skills in the next lesson and consider adding further simplified anatomy steps if needed.*