

Learning Plan

Topic	Wax Transfer and Graphite Transfer Refinement	Class/Group	Year 9	Date/Time	12:00 - 12:55 PM, Monday P4
Context Prior learning	<p>This lesson builds upon prior knowledge and skills developed in previous lessons, where students were introduced to both carbon paper and graphite transfer techniques. In the last lesson, students learned how to use carbon paper for transferring an image and practiced applying a graphite transfer to their own artwork. Unfortunately, many students did not complete their graphite transfer, so this lesson will provide the opportunity to finish and refine that work. In addition, students will begin exploring a new technique using wax transfer, which will build their understanding of different ways to manipulate materials to transfer an image. This lesson is critical for their progression as it will allow them to refine their transfer skills, deepen their understanding of texture and materiality in art, and prepare them for more complex image transfer techniques in future lessons. These foundational skills tie directly to the National Curriculum, where students are expected to develop a range of techniques in both drawing and printmaking, along with understanding the role of materials and processes in art.</p>				
Learning Objective(s) & outcomes	<p>WALT (We Are Learning To):</p> <ul style="list-style-type: none"> ● Complete and refine a graphite transfer. ● Apply the wax transfer technique to create a new image. <p>Lesson Outcomes:</p> <ul style="list-style-type: none"> ● To know how to effectively use graphite and wax transfer techniques. ● To develop skills in refining image transfers and adjusting the outcomes. ● To be able to create a new image using the wax transfer technique while refining the previous graphite transfer. 				
Literacy-Key Words etc.	<ul style="list-style-type: none"> ● Key Words: Transfer, Graphite, Wax, Refinement, Technique, Texture, Application. ● Focus: Students must answer in full sentences using relevant vocabulary to enhance comprehension and written communication. Key terms to focus on include Refine, Technique, Texture, Application, and Process. <p>Focus: Students must answer in full sentences, using relevant vocabulary such as “refinement,” “transfer,” and “technique” to enhance comprehension and written communication.</p> <p>Do Now Task:</p> <ul style="list-style-type: none"> ● Review the key terms from the previous lesson on graphite and carbon paper transfer. Students will write a short paragraph (3–5 sentences) explaining the differences between the two transfer techniques, focusing on the materials used and the outcomes they each achieve. 				
Inclusion strategies incl. identifying PP, EAL, SEND, high-achieving learners	<p>General Strategies for All Students</p> <ul style="list-style-type: none"> ● Clear visual examples and demonstrations to aid understanding. ● Opportunities for self-assessment to encourage reflection and metacognition. ● Positive learning environment fostering creativity and effort. ● Tasks broken into manageable steps to reduce cognitive load. ● Consistent routines with positive reinforcement to promote engagement. <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 safe use of tools. • 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. • Check for frustrations and intervene positively to build confidence.
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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 minutes) 12:00-12: 10	<ul style="list-style-type: none"> - Welcome and register students: Take attendance. - Do Now task: Ask students to define key terms from the previous lesson and the current lesson. - Demonstration: Model the wax transfer technique and explain how to refine the graphite transfer. 	<p>Vygotsky’s Social Constructivism: This theory underpins the collaborative aspects of the lesson. By encouraging peer feedback and teacher modeling, students are learning within their Zone of Proximal Development (ZPD). High achievers are encouraged to experiment further, while students needing extra support can work with simplified instructions.</p>	<ul style="list-style-type: none"> - Complete the Do Now task by defining keywords and reviewing prior learning. - Listen to teacher’s explanation of wax transfer technique. - Take notes and ask questions to clarify understanding of the wax transfer technique. 	<ul style="list-style-type: none"> - Review students’ responses to Do Now task for understanding and engagement. - Observe participation and clarity of responses during the discussion. - Evaluate students’ ability to explain the difference between the two techniques.
Main Task (35 minutes) 12:10-12: 45	<ul style="list-style-type: none"> - Provide step-by-step instructions for both finishing graphite transfer and starting the wax transfer. - Scaffold and support low-ability students with additional guidance or tools. 	<p>Bruner’s Scaffolding Theory: The teacher scaffolds the learning of complex techniques (graphite and wax transfer) by breaking down tasks into smaller, manageable steps, providing demonstrations and guided practice.</p>	<ul style="list-style-type: none"> - Seek teacher guidance if needed, and collaborate with peers for feedback. - Work independently on completing the graphite transfer and beginning the wax transfer. 	<ul style="list-style-type: none"> - Observe students’ work to check if they are applying the correct technique in both tasks. - Check individual progress and provide feedback on refining outcomes or adjustments.
Plenary (10 minutes) 12:45-12: 55	<ul style="list-style-type: none"> - Reflection: Facilitate a brief discussion on what was learned about each transfer technique. - Clean-up: Remind students to tidy their 	<p>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).</p>	<ul style="list-style-type: none"> - Share feedback on their experience with both transfer techniques. - Organize and return materials to their proper 	<ul style="list-style-type: none"> - Monitor students’ ability to clean and prepare for reflection. - Evaluate student understanding through verbal reflections and assess misconceptions.

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:*

- o Students successfully completed and refined their graphite transfers and began applying the wax transfer technique.*

2. *Reflection on Learners' Outcomes:*

- o All students demonstrated progress in completing their tasks, with varying levels of refinement in their work. Students were able to engage in both techniques, though some students needed additional support to fully grasp the wax transfer.*

3. *Next Steps for Learning:*

- o Provide more opportunities for independent practice with the wax transfer technique and further*

	<p><i>refine their use of the graphite transfer for more detailed artworks in upcoming lessons.</i></p>
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