

Year group: 2nd Year
Programme: Junior Cycle
Total No of lessons in UoL: 14

Aim of Unit of Learning

To explore shape to create an A6 textile fabric book based on the theme 'Memories Worth Passing On'

Theme: developed from a section found under the website [ancestry.com](https://www.ancestry.com), the primary website used by my granny to research family history. With her research, I pay homage to my family heritage in the Nottingham lace making industry

Scenario: working in a community art project

Entering characteristics

19 students in this class

x3 students with care icons

x3 students with dyspraxia, dyscalculia

x1 student who has recently gone through an immediate family bereavement

x1 student with a "lean out" icon - green bell - abstain from questioning this student - severe anxiety - minimal communication

Managing behaviours

[Ardee Community School Code of Positive Behaviour](#)

- **Phones:** Students hand up the phone at the beginning of class to be stored away in the Device Box until the end of the lesson. Students are allowed to use phones to support learning activities, when requested by the teacher. (BYOD Policy)
- **Bathroom breaks:** Students are permitted to use the bathroom, once they have permission to leave written in their homework journal to be carried with them in the corridor.
- **Positive reinforcement:** Commendation slips can be given to students who display exceptional or an improvement in character in school, be it in their work or their behaviour. The school also holds awards ceremonies to recognise those who excel.
- **Numeracy:** This school is a DEIS school and aims to emphasise numeracy in many ways. One way it can simply be introduced in the classroom is asking students questions like "how many minutes until this lesson ends?", etc.

- **Level One Interventions:** Discussion with students, changing seating arrangement, a note in the school journal, confiscating mobile phones, writing a report for referral to the Year Head.
- **Level Two Interventions (Year Head):** Issuing report, target or positive behaviour cards, lunchtime or evening detentions, arranging a meeting with parents/guardians, referral to the Principal/Deputy Principal(s).
- **Level Three Interventions (Principal/Deputy Principal(s)):** Environmental duties, suspension, referral to the BOM.
- **Level Four Interventions (BOM):** Further suspensions, expulsion

Ladder of Referral:

1. Class Teacher
2. Class Tutor
3. Year Head
4. Principal/Deputy Principal(s)
5. Board of Management

Learning outcomes for unit of learning

At the end of this Unit of Learning, students will be able to...

2.1 identify and use the critical and visual language associated with more than one type of craft ***

1.5 interpret the world and communicate ideas through visual means ***

1.7 examine the method of a number of artists and the artwork they created ****

2.12 justify the choice of art elements and design principles in their own or others' craftwork ****

2.14 use media to create craftwork **

Lesson No: 1/14 Date: 04/11/25 Lesson type: S (58 mins) Time: 13.44 - 14.42 Stage: Think 	Learning Content for Pupils Today we will be discussing how to conduct questions to older generations, in order to tell a memory of theirs, inspired by the work of Louise Bourgeois AEDP: N/A ARTISTIC PROCESSES: N/A LITERACY: Spelling, grammar, phrasing questions, visual literacy NUMERACY: N/A THEME: Memories worth passing on - explored through generating ideas on who we can speak to in our family about family heritage, and what questions we can ask SUPPORT STUDY: Louise Bourgeois: French-American (1911 - 2010) artist, painter and printmaker known mainly for her large-scale sculpture and installation art. Her themes often connect to events from her childhood. Louise Bourgeois, "Ode à l'Oubli" (36 pages), 2004 (media, potential subject matter, shape, simple imagery)	Learning Intentions At the end of this lesson, students should be able to... Describe and discuss the media, shape and potential subject matter found in Ode à l'Oubli by Louise Bourgeois Compile a list of questions to interview someone about a memorable time in their life Consider and apply ethics and respect behind questioning to an interview	Success Criteria "I will..." Describe what Ode à l'Oubli by Louise Bourgeois is made of, the shapes found in the work and what those shapes could potentially mean Write questions that help someone tell a story or describe a memorable experience Show respect and empathy when interviewing someone, making sure to ask permission before asking questions
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LESSON PLAN

Introduction; (8 mins)

Students enter the room in an orderly fashion, collecting their folders, bags go under the desk, journals are left on the desk

Roll is taken on VS Ware - parents have this app which tells them their child's attendance/grades/etc

Intro to lesson: what we will be doing (family heritage, textiles book, Louise Bourgeois), sharing learning intentions and success criteria written on the board (see above)

Show students final artefact, reading through the story I wish to share

Body of the Lesson;

[Slides for the lesson](#)

SS: [Louise Bourgeois, "Ode à l'Oubli" \(36 pages\), 2004](#) (5 mins)

overview!

- CCL: French... "Can anyone pronounce her second name?" "Can anyone translate the name of this piece?"
- CCL; Maths/numeracy... "What age was she when she passed away?"
- French-American (1911-2010) artist who makes large scale spidery sculptures, we are focusing on her textile book, Ode à l'Oubli
- background of the work: "*I had a flashback of something that never existed*" used and worn fabric, imbued with sweat and memories, emotions of family and childhood recall her own childhood spent among her parents' fabric restoration business
- her work contains monogrammed hand towels from her 1938 wedding and old children's clothing arranged into abstract images
- visual literacy: media, potential subject matter, shape, simple imagery

Teacher Task: tell the story of my final artefact (5 mins)

Collaborative Task: [Question generation](#) (30 mins)

CCL: Junior Cycle English, Politics & Society (Journalism)

Figuring out who students could interview for their book, and what questions to ask

1. Who could we talk to? *Inter generational / anyone older / someone with a story to tell / friend / family member / teacher / colleague*
2. What to consider when interviewing (permission / ethics / empathy)
3. What could we ask them? (*See below*)
4. One word to describe the experience

Potential list of questions... allow students to pick their favourite / most relevant

- a time they fell in love
- their first child
- their first job
- A funny story from their childhood / teenage years
- their favourite memory
- their favourite holiday

Conclusion; (10 mins)

Evaluation: Peer Review: Think-Pair-Share

students work in groups to evaluate their peers' questions

helping them come up with strong, detailed questions

Once the bell rings, students can leave the classroom one table at a time in an orderly fashion

Post class reflection

What went well:

- Assessment and evaluation of students' work: I used a lot of questions in this lesson to create an **open-ended learning environment**, allowing students to lead themselves to construct their own learning. They were able to demonstrate understanding through creative and reflective thinking. I circulated the room to help students refine their questions to get as much information as possible.
- Effectiveness of planning: This lesson flowed very smoothly, and I enjoyed linking in **cross curricular links** of English and politics to allow students investigate new ways to research primary sources.
- Classroom management: Students remained engaged and respectful during the storytime section, demonstrating interest in the final artefact. Collaborative group work worked well as students could bounce ideas off each other to get new approaches.

Even better if:

- Effectiveness of planning: To make productive use of time, I could have introduced a **relevant fast finisher activity** because students worked at various paces. Those who finished fast I asked them to redefine their questions or generate new questions based on a different topic.
- Presentation of learning content: Students found the **SS work quite overwhelming**. In future lessons, I aim to break the work down into separate pages and talk about it during the lesson identifying media, shape, simple imagery and potential meaning.

[Students Work](#)

Lesson No: 2/14

Date: 07/11/25

Lesson type: S (58 mins)

Time: 12.02 - 13.00

Stage: **Think**
Explore
Reflect



Learning Content for Pupils

Today we will be reflecting on primary research carried out and identifying three main images to represent the memory's beginning, middle and end

AEDP: N/A

ARTISTIC PROCESSES: Mind map

LITERACY: Annotations, visual literacy

NUMERACY: N/A

Learning Intentions

At the end of this lesson, students should be able to...

Utilise visual literacy skills to discuss a page from Ode à l'Oubli by Louise Bourgeois, mentioning shape, colour and potential subject matter

Communicate ideas and **interpret** primary research through a visual mind map

Scaffold on cross-curricular knowledge, **identifying** the three

Success Criteria

"I will..."

Describe what I can see in terms of colour, shape and potential subject matter in Ode à l'Oubli by Louise Bourgeois

Mind map the key elements from a primary research interview

	THEME: Memories worth passing on - reflecting on primary research of a family story and identifying visual imagery SUPPORT STUDY: Louise Bourgeois: French-American (1911 - 2010) artist, painter and printmaker known mainly for her large-scale sculpture and installation art. Her themes often connect to events from her childhood. Louise Bourgeois, "Ode à l'Oubli" (36 pages), 2004 (potential subject matter, shape, colour)	main elements of a story: the start, middle and the end Listen, reflect and respond respectfully to the work of peers	Identify the main elements of a story and apply it to primary research Give positive, helpful and respectful feedback during a peer review of work
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LESSON PLAN

Introduction; (8 mins)

Students enter the room in an orderly fashion, collecting their folders, bags go under the desk, journals are left on the desk

Roll is taken on VS Ware - parents have this app which tells them their child's attendance/grades/etc

Intro to lesson: what we will be doing (mind mapping our questions), sharing learning intentions and success criteria written on the board (see above)

Body of the Lesson;

SS: [Louise Bourgeois, "Ode à l'Oubli" \(36 pages\), 2004](#) (5 mins)

- Every lesson we look at one page in detail to discuss the shape, colour and potential meaning
- In this lesson, we will look at [this page](#)
- visual literacy: colour, shape, potential meaning (evaluation)

Recap/reflection: Would anyone like to share their favourite part from their interviews? How did they find the process? Did they remember to ask for permission first? (5 mins)

Student Task: [Mind map](#) / break down of story (30 mins)

CCL: Junior cycle english

- breaking the story into three main parts
- Questioning: what does a story have? (Start, middle, end)
- Colours they associate with their research
- Images
- Annotations
- Objects that could represent the story

Conclusion; (10 mins)

Evaluation: peer gallery walk

- students leave out their mindmaps for peers to read through
- Questioning: what story elements can you identify? What stands out? What could represent this part of the story?

Homework: collect x3 primary sources (physical objects, images) to represent the breakdown of their story

Once the bell rings, students can leave the classroom one table at a time in an orderly fashion

Post class reflection

What went well:

- Presentation of learning content: Showing students one page of the SS work rather than the whole work itself worked positively. Students seemed more at ease to talk about the particular piece. I broke it down into headings as I would in **visual studies** (media, colour, shape and potential meaning) and asked the students for their interpretation, before writing them on the board, **growing confidence in visual literacy and interpretation**.
- Assessment and evaluation of pupil work: I used **effective and open-ended questions** a lot during this lesson, for example, “what can we see in the support study work?” Or “what is a primary source?”, or “can anyone remember where our SS artist is from?”. I made sure to continue to **ask the students rather than tell them** the answer as then become **responsible for their own learning** and **recap** on previously learnt content
- Effectiveness of planning: The lesson was well structured and followed a good sequence. I managed time well, explaining the task in depth before assigning it, including the research task for homework.

Even better if:

- Classroom management: I had an incident during this lesson where one student **broke my trust** and lied about attending school completion to partially skip class. I emailed deputy principal as protocol advises and once the student returned I had some stern words with her before the deputy arrived and intervened further. While I followed the usual protocol, I could have saved me the effort if I had followed gut instinct and initially told the student **no - a word I can sometimes find hard to say**. This student also “forgot” her interview questions and produced a very vague mindmap that was yet to meet expectations. I plan to talk to my host teacher about further behavioural management with this student, as she is beginning to prove to **not be meeting expectations**.

[Students Work](#)

Lesson No: 3/14

Date: 11/11/25

Lesson type: S (58 mins)

Time: 13.44 - 14.42

Stage: Explore
Develop



Learning Content for Pupils

Today we will be creating a storyboard, to map out our design plan for our textile book

AEDP: space, scale

ARTISTIC PROCESSES: Storyboard (space, scale)

LITERACY: Annotations, formative feedback, visual literacy

NUMERACY: Measurement (folding, fractions)

THEME: Memories worth passing on - representing a family story through visual imagery

SUPPORT STUDY: [Louise Bourgeois](#): French-American (1911 - 2010) artist, painter and printmaker known mainly for her large-scale sculpture and installation art. Her themes often connect to events from her childhood.

[Louise Bourgeois, "Ode à l'Oubli" \(36 pages\), 2004](#) (potential subject matter, shape, colour)

Learning Intentions

At the end of this lesson, students should be able to...

Understand the purpose and application of a storyboard in a design process

Develop a story from initial research to design ideation through **curating** a storyboard, **utilising** primary source objects

Demonstrate respect and compassion during a peer review to provide critical feedback

Success Criteria

"I will..."

Learn about what the purpose of a storyboard is and how it can be applied to a design process

Design my book layout through creating a storyboard, combining initial primary source research and primary source object drawings

Be respectful and compassionate, providing helpful advice during the TAG review

LESSON PLAN

Introduction; (8 mins)

Students enter the room in an orderly fashion, collecting their folders, bags go under the desk, journals are left on the desk

Roll is taken on VS Ware - parents have this app which tells them their child's attendance/grades/etc

Intro to lesson: what we will be doing (creating a storyboard), sharing learning intentions and success criteria written on the board (see above)

Body of the Lesson;

Student Task: Discussion: Show and tell (5 mins)

- students show and tell their [primary source objects](#)
- what they are
- how they relate to their story
- doubles as **evaluation** - who brought in their objects? Who didn't?

SS: [Louise Bourgeois, "Ode à l'Oubli" \(36 pages\), 2004](#) (5 mins)

- Every lesson we look at one page in detail to discuss the shape, colour and potential meaning
- In this lesson, we will look at [this page](#)
- visual literacy: colour, shape, potential meaning (evaluation)
- Storyboard relevance: each page in her book functions as a storyboard frame - fragments of memory sewn together, telling a life story without words

Teacher Task: Demo: [Storyboards](#) (10 mins)

- Measuring and folding an A4 page into 4 to make A6 size storyboard pages
- Sequencing: the start, middle and end of the story
- Simple imagery
- Small scale, contour line drawings of primary source objects, focusing on shape and line
- NB: keep it simple, after all these will be made out of textiles

Student Task: Storyboards (20 mins)

- following the demo, students fill all four pages to detail the start, middle and end of their story
- simple imagery and annotations

Conclusion; (10 mins)

Evaluation: Formative feedback

- Giving formative feedback through TAG method
- Tell the student what design section of theirs tells the most interesting part of the story
- Asking one question about their work
- Giving some advice of one thing their peer could do to improve their storyboard

Once the bell rings, students can leave the classroom one table at a time in an orderly fashion

Homework: collect some flat cardboard to bring in (cereal boxes, can boxes, amazon packages, etc)

Teacher Task: formative feedback on how to improve design

Post class reflection

What went well:

- Professional teaching skills and abilities: I asked students to write their **"homework" into their journals at the beginning** of the lesson rather than the end. This proved to be very effective as it also gave them something to do as they were waiting for peers to get settled. I will definitely continue to do this in the future.

- Presentation of learning content: When demonstrating, I asked students to **repeat** back to me the steps in which they were to follow, assuring myself that they understood task at hand.
- Assessment and evaluation of student work: I found **TAG** a good method of peer assessment, and it was nice to change it up from two stars and a wish. It allowed the students to work on their **critical thinking skills**, being **respectful** to others, and allowed me to check up on their work. I provided feedback to all, which means in the following lessons know who needs that **extra support**. I also noticed a pattern that two students who sat beside each other seem to have a weak work ethic. I have wanted to separate them a while, and between the previous lessons' incident and the lack of work being created, I have a reason to **implement a new seating plan** for all students.

Even better if:

- Effectiveness of planning: This lesson was very **well structured** and followed a **strong sequence**, however I did struggle with **absenteeism**. There seems to be a bug going round 2nd year at the moment, as I had about 8 students out sick - a very unusual problem. I will have to plan my next lesson more effectively in order to catch those students up on what they have missed out on, **sacrificing some elements** I usually do (SS work) in order to get the work done.
- Classroom management: As mentioned above, I aim to implement a new seating plan in this lesson, as some **student pace could be improved through less peer distraction**. Some students are truly flying ahead, while others are starting to seriously fall behind.

[Students Work](#)

Lesson No: 4/14

Date: 14/11/25

Lesson type: S (58 mins)

Time: 12.02 - 13.00

Stage: **Develop**



Learning Content for Pupils

Today we will be finishing our mindmaps before creating our book's pages and cover out of cardboard, to use as a template

AEDP: scale, space

ARTISTIC PROCESSES: Storyboard (space, scale), making book template (scale)

LITERACY: Keywords and definitions, visual literacy

- *Page*
- *Cover*
- *Spine*

NUMERACY: Measurement (lines and angles)

Learning Intentions

At the end of this lesson, students should be able to...

Develop a story from initial research to design ideation through **curating** a storyboard, **utilising** primary source objects

Identify and **apply** the correct terminology for the structure of a book

Values attention to detail and accuracy in measuring and cutting out a book template

Success Criteria

"I will..."

Design my book layout through creating a storyboard, combining initial primary source research and primary source object drawings

Use the correct terminology to describe the parts of a book

Pay careful attention to detail to accurately measure and cut out a book page and cover template out of cardboard

THEME: Memories worth passing on - not explored in this lesson

SUPPORT STUDY: N/A (see previous reflection)

LESSON PLAN

Introduction; (8 mins)

Students enter the room in an orderly fashion, collecting their folders, bags go under the desk, journals are left on the desk

Roll is taken on VS Ware - parents have this app which tells them their child's attendance/grades/etc

Intro to lesson: what we will be doing (creating templates of our pages out of cardboard), sharing learning intentions and success criteria written on the board (see above)

Body of the Lesson;

Teacher Task: Split classroom

1) Students with finished storyboards

Teacher Task: Demonstration to everyone: [Making templates for our book](#) (10 mins)

Questioning: parts of a book, what are they called? What is on them? What is their purpose?

Page: one side of a sheet of paper in a book, magazine, or other collection of sheets, on which text or illustrations can be printed or written

Cover: protective outer layer of a book that binds the pages together, serving both to shield the content and act as a marketing tool

Spine: the edge where the pages are bound together, and it's the part of the book that is visible when it's on a shelf (vital book element but not necessary for this UoL)

- Page: measuring **A5** page against flat/single corrugated cardboard (makes two pages - this will be folded in half once made of fabric), marking edges multiple times to ensure accuracy, using a ruler to draw lines, labelling "page", cutting out
- Cover: measuring **A5** page against flat/single corrugated cardboard (makes two pages - this will be folded in half once made of fabric), measuring an extra 2cm on each side, (cover larger than pages), marking edges multiple times to ensure accuracy, using a ruler to draw lines, labelling "cover", cutting out

Differentiation: project/write step by step instructions on the board for students to reference

Student Task: Making templates for our books (20 mins)

- students follow steps demonstrated above, or follow steps on the board to make templates for our textile book pages and cover
- one-on-one tutorials: ensure students are following correct steps, providing advice and guidance

Extension task: work on storyboards more, applying formative feedback

2) Students with unfinished storyboards (Absent in previous lesson see reflection)

Teacher Task: Demo: [Storyboards](#) (5 mins)

- Measuring and folding an A4 page into 4 to make A6 size storyboard pages
- Sequencing: the start, middle and end of the story

- Simple imagery
- Small scale, contour line drawings of primary source objects, focusing on shape and line
- NB: keep it simple, after all these will be made out of textiles

Student Task: Storyboards **(15 mins)**

- following the demo, students fill all four pages to detail the start, middle and end of their story
- simple imagery and annotations

Students then create their page templates as demonstrated earlier

Conclusion; (10 mins)

Evaluation: Temp Check

- How are students feeling about this project so far?
- measured on a scale from 1-10, 1 feeling anxious and unsure, 10 feeling positive and confident
- Why?
- write on a sticky note - can be privately folded and handed back to me
- allows me to understand if any students need extra support in the following lessons

Once the bell rings, students can leave the classroom one table at a time in an orderly fashion

Teacher Task: obtain needles, fabric and thread for students to use in the following lesson

- keep receipts for payment!

Post class reflection

What went well:

- Classroom management: This was the students' first lesson in their new seating plan and I found so much more work was completed. I had a few protests at the start, but I overcame this by explaining that unfortunately students are not working to their full potential and I constantly have to keep some students on task, so I have to move every rather than just one person. I found the students were a good deal quieter, but worked a lot harder. One student was out of class for about 20 minutes to "use the bathroom" so upon her return I informed her that she was on a warning, and in future her bathroom breaks will be timed, and if needed, taken away. While I usually shy away from confrontation, I didn't this time and was quite proud of myself for setting clear rules and boundaries.
- Professional teaching skills and ability: Demonstrations were clear, sequential and practical, and I provided differentiation through both writing the steps on the board and offering one-on-one support to students.
- Effectiveness of planning: having the extension task for students to continue on their storyboards and add in the formative feedback was really productive. They were of a higher quality by the end of the lesson.

Even better if:

- Presentation of learning content: I could have projected an image of my storyboard on the board for students to further their understanding of what the storyboard was to look like, especially for students who were to catch up on work they had missed
- Assessment and evaluation of student work: I feel that it may have been too early to do a temp check with students, and another form of evaluation would have been more ideal. I might consider using it again in the future once students start the textiles element of this UoL.

Students Work

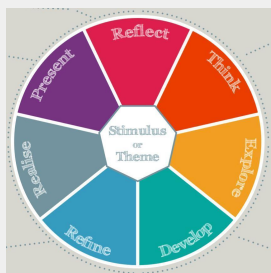
Lesson No: 5/14

Date: 18/11/25

Lesson type: S (58 mins)

Time: 13.44 - 14.42

Stage: Explore



Learning Content for Pupils

Today we will be participating in a stitching boot camp, learning health and safety, how to knot and thread a needle, simple stitches and how to cast off stitching

AEDP: space, line, pattern

ARTISTIC PROCESSES: Stitches (space, line, pattern)

LITERACY: Keywords and definitions, visual literacy

- *Straight stitch*
- *Blanket stitch*

NUMERACY: Thread measurement

THEME: Memories worth passing on - not explored in this lesson

SUPPORT STUDY: [Louise Bourgeois](#): French-American (1911 - 2010) artist, painter and printmaker known mainly for her large-scale sculpture and installation art. Her themes often connect to events from her childhood.

[Louise Bourgeois, "Ode à l'Oubli" \(36 pages\), 2004](#) (potential subject matter, shape, colour)

Learning Intentions

At the end of this lesson, students should be able to...

Develop visual literacy through **analysing** potential subject matter, shape and colour in the work of Louise Bourgeois

Refine fine motor skills by **threading** a needle and **practicing** basic stitches

Demonstrate consideration towards patience and help and safety while handling sewing equipment

Success Criteria

"I will..."

Identify potential subject matter, shape and colour in the work of Louise Bourgeois

Thread and handle a needle with control and accuracy, completing simple stitches neatly and accurately

Handle sewing equipment appropriately, all while staying patient and maintaining an organised workspace

LESSON PLAN

Introduction; (8 mins)

Students enter the room in an orderly fashion, collecting their folders, bags go under the desk, journals are left on the desk

Roll is taken on VS Ware - parents have this app which tells them their child's attendance/grades/etc

Intro to lesson: what we will be doing (stitching boot camp), sharing learning intentions and success criteria written on the board (see above)

Students write homework into journals while settling in:

Homework: bring in fabric to make pages

cotton, clothes, bedsheets

thick or thin

do not buy new fabric

Body of the Lesson;

SS: [Louise Bourgeois, "Ode à l'Oubli" \(36 pages\), 2004](#) **(5 mins)**

- Every lesson we look at one page in detail to discuss the shape, colour and potential meaning
- In this lesson, we will look at [this page](#)
- visual literacy: colour, shape, potential meaning (evaluation)

Teacher Task: Demonstration: Threading / Casting on a needle **(5 mins)**

- Measuring thread (not too long as it will knot, not too short as it will run out quickly)
- Threading the needle
- Knotting thread
- Health and safety: holding needle point away from the body, being patient and taking their time, asking for help, what to do if they hurt themselves
- Evaluation: asking students to repeat back the steps to me so as I am confident in their understanding of the task
- informing students that if they need help, let me know so I can re-demonstrate for them
- project [needle health and safety](#) for students to remind themselves of the appropriate steps

Student Task: Threading / Casting on a needle **(5 mins)**

- students follow steps listed above to thread their own needle
- health and safety: counting out and back in the needles (sign in/out sheet)
- teacher task: circulating the art room, offering extra help, support and guidance
- allow students to fully practice technique before moving on

Teacher Task: Demonstration: Straight Stitch **(5 mins)**

- inserting needle, stitching, turning, stitching, casting off
- following all health and safety guidelines

Student Task: Practicing straight stitch **(10 mins)**

- students follow the steps as demonstrated, adhering to health and safety guidelines

- teacher task: circulating the art room, offering extra help, support and guidance
- allow students to fully practice technique before moving on

Extension Task: time dependant

- **allow students extra time on above tasks if they need it**
- **otherwise proceed with tasks detailed ahead**
- **read the room!**

Teacher Task: Demonstration: Blanket Stitch **(5 mins)**

- inserting needle, stitching, looping, stitching, casting off
- following all health and safety guidelines

Student Task: Practicing blanket stitch **(10 mins)**

- students follow the steps as demonstrated, adhering to health and safety guidelines
- teacher task: circulating the art room, offering extra help, support and guidance
- allow students to fully practice technique before moving on

Conclusion; (5 mins)

Evaluation: Score

- asking students to rate their progress in today's lesson on a scale from 1 - 10
- what would make them feel one point higher?
- write on post-it note and collect off students

Homework: bring in fabric to make pages

cotton, clothes, bedsheets

thick or thin

do not buy new fabric

Once the bell rings, students can leave the classroom one table at a time in an orderly fashion

Teacher Task: Reflect on evaluation feedback and implement

Post class reflection

What went well:

- Classroom management: The sign in/sign out sheet for needles worked effectively and supported safe handling and responsibility. Circulating the class during tasks helped maintain focus and allow for guidance or extra help.
- Evaluation and assessment of student work: Asking students to repeat back steps ensured understanding and acted as formative assessment. The first time I did this, the students struggled to repeat the steps, allowing me to re-demonstrate before they properly understood the task.
- Professional teaching skills and abilities: I adapted well by offering repeated demonstrations and reading the room that students were not ready to practice the final stitch planned. I scaffolded the learning so as students could progress their skills rather than take on new skills.

Even better if:

- Classroom management: **Absenteeism** is making it difficult to maintain a constant student pace. I find each lesson I have to begin by trying to catch students up with work they have missed already. In future, I will get students started with their work before introducing a “**catch-up station**” on the free table in the room.
- Effectiveness of planning: Due to varying student confidence levels, my **planning was a little too ambitious**. However, I had already planned for if this was the case, and will implement learning the final stitch in the next lesson.

[Students Work](#)

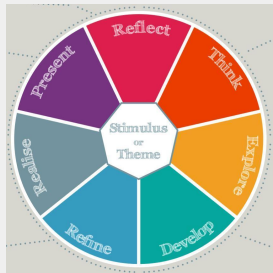
Lesson No: 6/14

Date: 21/11/25

Lesson type: S (58 mins)

Time: 12.02 - 13.00

Stage: **Develop**



Learning Content for Pupils

Today we will be making our book pages and cover out of fabric, using our cardboard templates from lesson 4

AEDP: scale

ARTISTIC PROCESSES: Making book pages and cover (scale) out of fabric using cardboard template

LITERACY: Visual literacy

NUMERACY: N/A

THEME: Memories worth passing on - not explored in this lesson

SUPPORT STUDY: [Louise Bourgeois](#): French-American (1911 - 2010) artist, painter and printmaker known mainly for her large-scale sculpture and installation art. Her themes often connect to events from her childhood.

Learning Intentions

At the end of this lesson, students should be able to...

Develop visual literacy through **analysing** potential subject matter, shape and colour in the work of Louise Bourgeois

Measure, mark and **cut** fabric accurately to **produce** two covers and three pages, using correct techniques and safe handling of scissors

Demonstrate responsibility and self-awareness by completing a checklist

Success Criteria

“I will...”

Identify potential subject matter, shape and colour in the work of Louise Bourgeois

Accurately measure, mark and cut fabric using a template to create two book covers and three book pages

Check off all aspects of the checklist

	Louise Bourgeois, "Ode à l'Oubli" (36 pages), 2004 (potential subject matter, shape, colour)		
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LESSON PLAN

Introduction; (8 mins)

Students enter the room in an orderly fashion, collecting their folders, bags go under the desk, journals are left on the desk

Roll is taken on VS Ware - parents have this app which tells them their child's attendance/grades/etc

Intro to lesson: what we will be doing (stitching boot camp), sharing learning intentions and success criteria written on the board (see above)

Students write homework into journals while settling in:

Homework: bring in fabric to make pages

cotton, clothes, bedsheets

thick or thin

refer to storyboard to know what colours they want

do not buy new fabric

Body of the Lesson;

SS: [Louise Bourgeois, "Ode à l'Oubli" \(36 pages\), 2004](#) (5 mins)

- Every lesson we look at one page in detail to discuss the shape, colour and potential meaning
- In this lesson, we will look at [this page](#)
- visual literacy: colour, shape, potential meaning (evaluation)

Teacher Task: Demonstration: Blanket Stitch (5 mins)

- inserting needle, stitching, looping, stitching, casting off
- following all health and safety guidelines

Student Task: Practicing blanket stitch (10 mins)

- students follow the steps as demonstrated, adhering to health and safety guidelines
- teacher task: circulating the art room, offering extra help, support and guidance
- allow students to fully practice technique before moving on

Teacher Task: Creating [covers](#) and [pages](#) (5 mins)

- **Have examples pre made**
- measuring cardboard templates (Lesson 4) against fabric
- marking in several places to ensure accuracy
- cutting out fabric
- making sure it's pulled taught
- health and safety using scissors

Student Task: Creating pages **(20 mins)**

- students follow the steps listed above to create the following:
- Cover: x1 cover... **x2 fabric pieces** (will be stitched together to hide stitches)
- Pages: x3 pages (x2 front and back)... **x2 fabric pieces** (will be stitched together to hide stitches)

For now, these fabric pieces will be kept separate

They will be decorated then attached

This will mean that any stitches will be hidden and further preserved through the joining of pages.

Conclusion; (5 mins)

Evaluation: [Checklist](#)

This will allow students to keep on track of the work they are to produce in this lesson

1. I measured fabric correctly
2. I marked fabric in several places
3. I cut fabric safely and correctly
4. I ensured fabric was pulled tight before cutting
5. I produced x2 covers and x2 pages
6. I tidied up after myself, saving reusable and disposing of scrap fabric

Once the bell rings, students can leave the classroom one table at a time in an orderly fashion

Post class reflection

What went well:

- Presentation of learning content: Having the **checklist** allowed students to continuously refer to that instead of asking me questions. It gave students **responsibility** for their own learning and something I will continue to implement in my lessons. I found some students needed a re-demonstration of stitches, so for the next lesson I plan to create video demonstration to upload onto teams, so students can refer to. This means that I won't have to continuously change the video demonstration/re demonstrate to students saving myself on time management.
- Effectiveness of planning: ensured to bring in spare fabric for students in case some could not source any. I was glad to have done so, as a good chunk of students needed materials, and I was happy to share. This organisation allowed for a **smooth running lesson** and positive **material management**.
- Assessment and evaluation of pupil work: The checklist provided a clear, structured way to allow students to self-assess their progress.

Even better if:

- Classroom management: Today was the **funeral of a past pupil** of the school, both a school mate and the brother of a peer of the students. There was a low mood all throughout the school, and a tough day for the community as a whole. I tried to uplift the mood through plenty of positive reinforcement, allowing students time out, and playing music. It created a better environment for the students to work in.
- Effectiveness of planning: A final **whole-class review** could help review learning before the next lesson.

Lesson No: 7/14

Date: 25/11/25

Lesson type: S (58 mins)

Time: 13.44 - 14.42

Stage: Refine
Realise



Learning Content for Pupils

Today we will begin embellishing our book pages through various methods to tell a story of the memories of a loved one

AEDP: shape, scale

ARTISTIC PROCESSES: Textile book page 1 (shape, scale)

LITERACY: Keywords and definitions

- *Applique*
- *French knot*

NUMERACY: Measurement of thread

THEME: Memories worth passing on - explored through realising memories through visual textile forms

SUPPORT STUDY: [Louise Bourgeois](#): French-American (1911 - 2010) artist, painter and printmaker known mainly for her large-scale sculpture and installation art. Her themes often connect to events from her childhood.

[Louise Bourgeois, "Ode à l'Oubli" \(36 pages\), 2004](#) (potential subject matter, shape, colour)

Learning Intentions

At the end of this lesson, students should be able to...

Develop visual literacy through **analysing** potential subject matter, shape and colour in the work of Louise Bourgeois

Recall prior knowledge and **scaffold** it through application of new techniques

Execute embellishing stitches to **create** the first of three pages in a textiles book

Acknowledge progress made throughout the lesson, developing confidence in peer oracy skills

Success Criteria

"I will..."

Identify potential subject matter, shape and colour in the work of Louise Bourgeois

Build on sewing techniques, applying them to embellish a fabric book

Create the first page of three of a textiles book, telling the story of a loved one

Participate in a Think-Pair-Share activity to describe and discuss work completed so far

LESSON PLAN

Introduction; (8 mins)

Students enter the room in an orderly fashion, collecting their folders, bags go under the desk, journals are left on the desk

Roll is taken on VS Ware - parents have this app which tells them their child's attendance/grades/etc

Intro to lesson: what we will be doing (page 1), sharing learning intentions and success criteria written on the board (see above)

Body of the Lesson;

SS: [Louise Bourgeois, "Ode à l'Oubli" \(36 pages\), 2004](#) (5 mins)

- Every lesson we look at one page in detail to discuss the shape, colour and potential meaning
- In this lesson, we will look at [this page](#)
- visual literacy: colour, shape, potential meaning (evaluation)

Teacher Task: Demonstration: Appliqué and French Knot (10 mins)

- Scaffolding on prior skills: threading a needle, straight stitch (appliqué)
- French knot: insert needle, wrap around, pull tight and re-insert
- [Page 1](#): working on the right hand side of a fabric page, cutting out storyboard and using as a template for fabric, adding decor
- referring to Bourgeois: simplicity of shape, representational art

Student Task: Refining & realising page 1 of book (25 mins)

- Cutting out images from A4 story board (photocopy?)
- laying onto fabric, cutting out with fabric pieces, scraps, appliqué stitches, beads, drawing with stitch (embellishments)
- simple, representational imagery
- one-on-one tutorials: providing individual support and guidance
- [Video demonstrations](#) available: uploaded onto students' Teams

Conclusion; (10 mins)

Evaluation: Think-Pair-Share

- students work in their pairs to discuss the following:
- What stitches were added to their work?
- What part of the story is being represented?
- What advice could you give to your peer to improve their work?

Teacher task: reflection

- Microsoft teams reflection
- How are students feeling about this project so far?
- emoji reflection
- allows me to understand how students are feeling about this UoL so far, especially now we are beginning to realise our final outcome

Once the bell rings, students can leave the classroom one table at a time in an orderly fashion

Post class reflection

What went well:

- Classroom management: There is a spare table in the class room, which I have informally dedicated to being a "fabric and thread **station**", to **reduce movement** around the room, and making **material management** a lot easier.
- Professional teaching skills and ability: Connecting Louise Bourgeois' simplicity of shape and representational form allowed students to simplify their work a lot more, allow them to **create more work that connects to the work of the SS artist**. I also wish to include more **higher order questions**, as students will answer but very liminal responses

availability of **video demonstrations** on Teams supported students at different stages, and allows me to not have to continuously redemonstrate for students, providing an element of **independent learning**.

- Evaluation and assessment of pupil work: Teams **emoji reflection** provided a quick digital element of getting student responses, helping me gauge who needs extra support

Even better if:

- Classroom management: Some students took extra time organising their materials before beginning work. In the next lesson, I will attempt to implement a **timed material gathering** to streamline this issue.
- Evaluation and assessment of pupil work: Students took **think-pair-share less seriously** than I hoped, and didn't participate as much as I hoped they would (not talking about the task, for example). In future, I will try to include more **formal, formative or written feedback to keep them engaged** and on task.
- Effectiveness of planning: Struggles with **time management** in this lesson, so in the next lesson I will introduce a checklist to keep students focused on what they are to do, linking it in with the success criteria of the lesson.

[Students Work](#)

Lesson No: 8/14

Date: 28/11/25

Lesson type: S (58 mins)

Time: 12.02 - 13.00

Stage: **Refine**
Realise



Learning Content for Pupils

Today we will continue embellishing our book pages through various methods to tell a story of the memories of a loved one

AEDP: shape, scale

ARTISTIC PROCESSES: Textile book page design (shape, scale)

LITERACY: N/A

NUMERACY: Measurement of thread

THEME: Memories worth passing on - explored through realising memories through visual textile forms

SUPPORT STUDY: [Louise Bourgeois](#): French-American (1911 - 2010) artist, painter and printmaker known mainly for her large-scale sculpture and installation

Learning Intentions

At the end of this lesson, students should be able to...

Develop visual literacy through **analysing** potential subject matter, shape and colour in the work of Louise Bourgeois, **applying** it to a final artefact

Recall prior knowledge and **scaffold** it through application of new techniques

Execute embellishing techniques to **create** the second of three pages in a textiles book

Success Criteria

"I will..."

Identify potential subject matter, shape and colour in the work of Louise Bourgeois, before applying her elements to my work

Build on sewing and embellishing techniques, applying at least two of them to embellish a fabric book

Create the second page of three of a textiles book, telling the story of a loved one

	art. Her themes often connect to events from her childhood.		
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[Louise Bourgeois, "Ode à l'Oubli" \(36 pages\), 2004](#)

LESSON PLAN

Introduction; (8 mins)

Teacher task: set up materials all on one table for material management - all fabrics, threads, buttons and beads

Students enter the room in an orderly fashion, collecting their folders, bags go under the desk, journals are left on the desk

Roll is taken on VS Ware - parents have this app which tells them their child's attendance/grades/etc

Intro to lesson: what we will be doing (page 2), sharing learning intentions and success criteria written on the board (see above)

Body of the Lesson;

Recap: how can we embellish our pages? (5 mins)

- mind map on the board
- what techniques or stitches did students use
- leave on board as ideas for further on in the lesson

SS: [Louise Bourgeois, "Ode à l'Oubli" \(36 pages\), 2004](#) (5 mins)

- Every lesson we look at one page in detail to discuss the shape, colour and potential meaning
- In this lesson, we will look at [this page](#)
- visual literacy: colour, shape, potential meaning (evaluation)
- questioning: *what elements from this work could you implement in your work today? How do the shapes guide your eye across the page?*

Student Task: Material gathering (5 mins)

- students gather materials they will need for the lesson
- setting a timer, reduce time spent decision making on fabrics

Student Task: Refining & realising [page 2](#) of book (25 mins)

- Cutting out images from A4 story board
- laying onto fabric, cutting out with fabric pieces, scraps, appliqué stitches, beads, drawing with stitch (embellishments)
- simple, representational imagery (reference Bourgeois work and teacher's final artefact)
- one-on-one tutorials: providing individual support and guidance
- [Video demonstrations](#) available: uploaded onto students' Teams

Teacher Task: timed checkpoints (throughout student task)

5 minutes: everyone should have their fabric cut out

15 minutes: everyone should have attached their fabric by now

25 minutes: everyone should have finished adding their embellishments by now, time to tidy up

Conclusion; (10 mins)

Evaluation: [Success criteria self assessment](#) (checklist)

- I can identify at least two embellishment techniques
- I confidently used one stitch technique
- My image reflects my story
- I can compare my work to that of Louise Bourgeois

Reflection: Q&A

- Students write any questions they have on a piece of paper
- To be collected and answered in the next lesson - clearing up any other final misconceptions and misunderstandings

Once the bell rings, students can leave the classroom one table at a time in an orderly fashion

Post class reflection

What went well:

- Classroom management: Dedicating the fabric and thread **station** worked super effectively to **reduce movement** in the classroom and keep students **focused**. Students were able to quickly access materials, supporting smoother workflow and reducing disruptions. The timed checklists also helped, but student **pace was still quite slow**.
- Professional teaching skills and ability: Linking student work to Bourgeois' helped them focus on simple, representational shapes. With each lesson, I can see the students' **confidence** in the sewing **grow**, helped with video demonstrations on Teams.
- Effectiveness of planning: I am **confident in my planning** for this lesson, it ran mostly smoothly except one short disruption from TY students doing surveys. I prepared the classroom before the students arrived so saved on a lot of time wasted just setting up the students for the lesson.

Even better if:

- Evaluation and assessment of pupil work: Due to a lesson disruption, we ran out of time to do a Q&A, but the checklist worked quite well. I gave it to the students at the end of the lesson, but next time I will give it to them at the **start of the lesson** so they can use it as an **active assessment**. I could also ask more **higher order questions** about the work of Bourgeois to develop deeper understanding.
- Effectiveness of planning: while time management is mostly good, I keep forgetting to ask students for photos of their work. I will set a reminder / alarm in the next lesson to overcome this.

[Students Work](#)

Lesson No: 9/14

Date: 02/12/25

Lesson type: S (58 mins)

Time: 13.44 - 14.42

Stage: Refine



Learning Content for Pupils

Today we will continue embellishing our book pages through various methods to tell a story of the memories of a loved one

AEDP: shape, scale

ARTISTIC PROCESSES: Textile book page design (shape, scale)

LITERACY: N/A

NUMERACY: Measurement of thread

THEME: Memories worth passing on - explored through realising memories through visual textile forms

SUPPORT STUDY: [Louise Bourgeois](#): French-American (1911 - 2010) artist, painter and printmaker known mainly for her large-scale sculpture and installation art. Her themes often connect to events from her childhood.

[Louise Bourgeois, "Ode à l'Oubli" \(36 pages\), 2004](#)

Learning Intentions

At the end of this lesson, students should be able to...

Develop visual literacy through **analysing** potential subject matter, shape and colour in the work of Louise Bourgeois, **applying** it to a final artefact

Recall prior knowledge and **scaffold** it through application of new techniques

Execute embellishing techniques to **create** the third of three pages in a textiles book

Success Criteria

"I will..."

Identify potential subject matter, shape and colour in the work of Louise Bourgeois, before applying her elements to my work

Build on sewing and embellishing techniques, applying at least two of them to embellish a fabric book

Create the final page of three of a textiles book, telling the story of a loved one

LESSON PLAN

Introduction; (8 mins)

Teacher task: set up materials all on one table for material management - all fabrics, threads, buttons and beads

Students enter the room in an orderly fashion, collecting their folders, bags go under the desk, journals are left on the desk

Roll is taken on VS Ware - parents have this app which tells them their child's attendance/grades/etc

Intro to lesson: what we will be doing (page 3), sharing learning intentions and success criteria written on the board (see above)

Body of the Lesson;

Recap: how can we embellish our pages? **(5 mins)**

- mind map on the board
- what techniques or stitches did students use
- leave on board as ideas for further on in the lesson

SS: [Louise Bourgeois, "Ode à l'Oubli" \(36 pages\), 2004](#) **(5 mins)**

- Every lesson we look at one page in detail to discuss the shape, colour and potential meaning
- In this lesson, we will look at [this page](#)
- visual literacy: colour, shape, potential meaning (evaluation)
- questioning: *what elements from this work could you implement in your work today? How do the shapes guide your eye across the page?*

Evaluation: [Success criteria self assessment](#) (checklist)

- I can identify at least two embellishment techniques
- I confidently used one stitch technique
- My image reflects my story
- I can compare my work to that of Louise Bourgeois

Hand out to students to keep them on track of meeting success criteria in the lesson

Student Task: Material gathering **(3 mins)**

- students gather materials they will need for the lesson
- setting a timer, reduce time spent decision making on fabrics

Student Task: Refining & realising [page 3](#) of book **(27 mins)**

- Cutting out images from A4 story board
- laying onto fabric, cutting out with fabric pieces, scraps, appliqué stitches, beads, drawing begin continue stitch (embellishments)
- simple, representational imagery (reference Bourgeois work and teacher's final artefact)
- one-on-one tutorials: providing individual support and guidance
- [Video demonstrations](#) available: uploaded onto students' Teams

Teacher Task: timed checkpoints (throughout student task)

5 minutes: everyone should have their fabric cut out

15 minutes: everyone should have attached their fabric by now

27 minutes: everyone should have finished adding their embellishments by now, time to tidy up

Conclusion; **(10 mins)**

Evaluation: recap back to [Success criteria self assessment](#) (checklist)

- I can identify at least two embellishment techniques
- I confidently used one stitch technique
- My image reflects my story
- I can compare my work to that of Louise Bourgeois

Once the bell rings, students can leave the classroom one table at a time in an orderly fashion

Post class reflection

What went well:

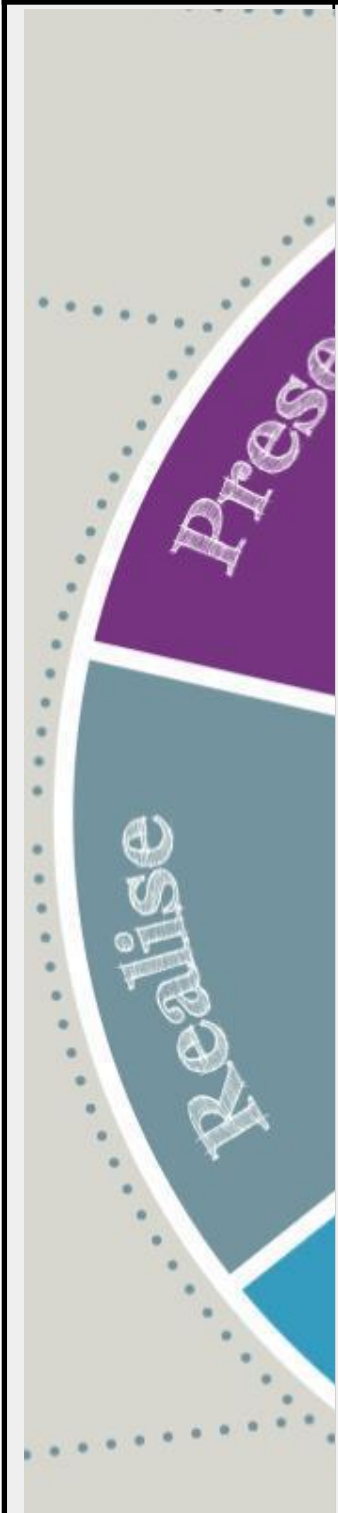
- Classroom management: **timed checkpoints** helped students stay on track, identifying what they needed to do with their pace in the classroom allowing them a sense of responsibility.
- Professional teaching skills and ability: One-on-one tutorials worked effectively, and today I tried to incorporate as much **peer learning** as I could, asking other students to answer questions rather than outright telling them. One student felt a little pessimistic about her work, so I reminded her to have **pride in her work** rather than look down upon it.

Even better if:

- Presentation of learning content: forgetting to show students an **example of the final outcome** for the lesson, or recapping the context for the SS artist would have helped improve understanding. Also, I could have printed **image resources** for students to refer to on how to do the techniques, allowing them to experiment more.
- Professional teaching skills and ability: try to **look up more** around the classroom, don't get too engrossed in students work that I miss students with their hand up for a wh
- Evaluation and assessment of pupil work: improve questioning methods - more **higher order, reflective questions**.

[Students Work](#)

Lesson No: 10/14 Date: 05/12/25 Lesson type: S (58 mins) Time: 12.02 - 13.00 Stage: Refine	Learning Content for Pupils	Learning Intentions	Success Criteria
	Today we will finish embellishing our book pages through various methods to tell a story of the memories of a loved one AEDP: shape, colour ARTISTIC PROCESSES: Textile book page design (shape, colour) LITERACY: N/A NUMERACY: Measurement of thread THEME: Memories worth passing on - explored through realising memories through visual textile forms	At the end of this lesson, students should be able to... Develop visual literacy through analysing potential subject matter, shape and colour in the work of Louise Bourgeois, applying it to a final artefact Recall prior knowledge of embellishing techniques and scaffold it through their application Execute embellishing techniques to finish off all three three pages in a textiles book	"I will..." Identify potential subject matter, shape and colour in the work of Louise Bourgeois, before applying these elements to my work Build on sewing and embellishing techniques, applying at least two of them to embellish a fabric book Finalise all three pages of a textiles book, telling the story of a loved one



SUPPORT STUDY: [Louise Bourgeois:](#)
French-American (1911 - 2010) artist,
painter and printmaker known mainly for
her large-scale sculpture and installation
art. Her themes often connect to events
from her childhood.

[Louise Bourgeois, "Ode à l'Oubli" \(36
pages\), 2004](#)

LESSON PLAN

This lesson is a catch up lesson - students to add final details to the pages of their books

Introduction; (8 mins)

Teacher task: set up materials all on one table for material management - all fabrics, threads, buttons and beads

Students enter the room in an orderly fashion, collecting their folders, bags go under the desk, journals are left on the desk

Roll is taken on VS Ware - parents have this app which tells them their child's attendance/grades/etc

Intro to lesson: what we will be doing (adding final touches to all pages), sharing learning intentions and success criteria written on the board (see above)

Body of the Lesson;

Recap: how can we embellish our pages? (5 mins)

- mind map on the board
- what techniques or stitches did students use
- leave on board as ideas for further on in the lesson

SS: [Louise Bourgeois, "Ode à l'Oubli" \(36 pages\), 2004](#) (5 mins)

- Every lesson we look at one page in detail to discuss the shape, colour and potential meaning
- In this lesson, we will look at [this page](#)
- visual literacy: colour, shape, potential meaning (evaluation)
- questioning: *what elements from this work could you implement in your work today? How do the shapes guide your eye across the page?*

Student Task: Material gathering (3 mins)

- students gather materials they will need for the lesson
- setting a timer, reduce time spent decision making on fabrics

Student Task: Refining & realising [all three pages](#) - adding final touches (27 mins)

- Cutting out images from A4 story board
- laying onto fabric, cutting out with fabric pieces, scraps, appliqué stitches, beads, drawing begin continue stitch (embellishments)
- simple, representational imagery (reference Bourgeois work and teacher's final artefact)
- one-on-one tutorials: providing individual support and guidance
- [Video demonstrations](#) available: uploaded onto students' Teams
- [worksheet resources](#) available too

Extension Task: Grid lettering for next lesson

Conclusion; (10 mins)

Evaluation: "Gallery Walk" / discussion

- all work laid out on a table

- discussion and affective questioning
- "Can you tell me the story behind your textile pages?"*
- "How did Louise Bourgeois influence your work today?"*
- "What methods did you use to embellish your work?"*
- "How would you improve your work?"*
- "How is page 1/2/3 related to the story you wish to tell?"*
- "Can you identify straight stitches in someone's work?"*

Once the bell rings, students can leave the classroom one table at a time in an orderly fashion

Post class reflection

What went well:

- Effectiveness of planning: the lesson worked well as a catch up lesson. Many students finally got up to speed and had their pages finished, ready for binding in the next lesson. Planning included **resources for a varied number of learning needs**, supporting differentiated instruction.
- Professional teaching skills and ability: I **checked in with students strategically**, checking in on students who typically struggle with decision making and sewing techniques.
- Assessment and evaluation of pupil work: The gallery walk encouraged reflective thinking in the art room. I could see students gain visible interest as questions were asked, creating a **curious environment**.

Even better if:

- Effectiveness of planning: I am **concerned about getting this UoL finished in time** - students have taken longer than I hoped to create work, which is understandable considering a lot of them had never done anything using textiles before. If I were to repeat this, I would cut down the amount of pages / work desired from the students. While the work is of great quality, I worry about how much we will get done in our final couple of lessons.

Students Work

Lesson No: 11/14 Date: 09/12/25 Lesson type: S (58 mins) Time: 13.44 - 14.42 Stage: Realise	Learning Content for Pupils	Learning Intentions	Success Criteria
	Today we are realising the grid lettering on the cover of our book AEDP: space, scale ARTISTIC PROCESSES: Grid lettering (space, scale) LITERACY: N/A	At the end of this lesson, students should be able to... Understand the concept of grid lettering, selecting and planning a word to represent their story effectively	"I will..." Recall what grid lettering is and what its purpose is, before choosing a word to represent my story



NUMERACY: Measurement

THEME: Memories worth passing on - not explored in this lesson

SUPPORT STUDY: N/A

Demonstrate the ability to **realise** lettering for the cover of a textiles book

Reflect on creative choices and **express** personal meaning through their word selection

Cut out fabric letters neatly before attaching to a cover through appliqué methods

Explain why I chose my word and how it related to my story

LESSON PLAN

Introduction; (8 mins)

Teacher task: set up materials all on one table for material management - all fabrics, threads, buttons and beads

Students enter the room in an orderly fashion, collecting their folders, bags go under the desk, journals are left on the desk

Roll is taken on VS Ware - parents have this app which tells them their child's attendance/grades/etc

Intro to lesson: what we will be doing ([realising cover](#)), sharing learning intentions and success criteria written on the board (see above)

Body of the Lesson;

Recap: Grid lettering

- What do students remember about grid lettering? (*Covered in my last UoL*)

Student Task: [Grid Lettering](#)

- students pick a (approx) 5 letter word to describe their story
- e.g. love, work, travel, family, escape, home
- grid letter onto grid template
- cut out and then cut out of fabric
- use straight stitch to attach letters to the cover

Teacher Task: one-on-one tutorials to aid students in their work

Differentiated Task: Title

- students write their title on a piece of fabric, before stitching onto the cover

Extension Task: author and designer tab (interviewee and student) to be written onto fabric and sewed onto the back

Conclusion; (10 mins)

Evaluation: discussion

"What is the purpose of grid lettering?"

"What was the easiest step? Why?"

"What was the hardest step? Why?"

"What part of the work are you most proud of?"

"What part of the work could you have improved?"

"Why does your word relate to the story?"

Once the bell rings, students can leave the classroom one table at a time in an orderly fashion

Post class reflection

What went well:

- Classroom management: clear expectations for movement around the classroom and material handling kept the room running smoothly despite the practical nature. Of the task. Students are very **engaged** in this class due to the **personalised nature of the project**.
- Effectiveness of planning: the recap of grid lettering effectively reactivated prior knowledge and connected this lesson to a previous UoL. Revisiting this concept through questioning encouraged **student-led learning** in which students recalled previous knowledge and applied it to a new task.
- Assessment and evaluation of pupil work: **questioning** was focused on **not just artistic skills** but also on **personal expression** and **decision making**, deepening conceptual understanding.

Even better if:

- Classroom management: with **high absenteeism**, many students are well behind, and I'm struggling to catch them up to speed, as they are all at very different levels in their work. I could implement a "catch up checklist" for students to **work on at home** perhaps.
- Professional teaching skills and ability: Peer support could be more structured, eg, **pairing confident stitchers with beginners** to model technique.

Students Work

Lesson No: 12/14 Date: 12/12/25 Lesson type: S (58 mins) Time: 12.02 - 13.00 Stage: Realise	Learning Content for Pupils	Learning Intentions	Success Criteria
	Today we will begin to realise our book, before writing an artist statement to tell our book's story AEDP: space, balance ARTISTIC PROCESSES: Realising book (space, balance) LITERACY: Story telling NUMERACY: Measurement THEME: Memories worth passing on - not explored in this lesson SUPPORT STUDY: N/A	At the end of this lesson, students should be able to... Strengthen ability to recall and utilise prior learning of stitching techniques to inform new decisions Engage thoughtfully with a piece of work, expressing a personal story Develop fine-motor control and hand-eye coordination through careful stitching and construction techniques	"I will..." Correctly identify which stitching technique is appropriate for book binding Clearly describe the story or meaning behind my textiles book Handle materials, tools and needles safely and with good control, to join textile pieces accurately so they hold together properly



LESSON PLAN

Introduction; (8 mins)

Teacher task: set up materials all on one table for material management - all fabrics, threads, buttons and beads

Students enter the room in an orderly fashion, collecting their folders, bags go under the desk, journals are left on the desk

Roll is taken on VS Ware - parents have this app which tells them their child's attendance/grades/etc

Intro to lesson: what we will be doing (attaching book together), sharing learning intentions and success criteria written on the board (see above)

Body of the Lesson;

Teacher Task: demonstration: textiles book assembly (5 mins)

- recap on blanket stitch
- which pages attach to which
- cutting off excess fabric if needs be

Student Task: Textiles book assembly (35 mins)

students assemble their book pages and cover using blanket stitch technique as demonstrated above

teacher task: one-on-one tutorials: aiding and guiding students as they work

reminding students to look at [worksheets](#) or [video demonstration](#) for extra guidance

Conclusion; (10 mins)

Evaluation: Story telling

- students tell the story of their textiles book, from start to finish
- writing it down, sharing with their peers
- teacher task: Does the students' work reflect the story they are trying to tell?

Once the bell rings, students can leave the classroom one table at a time in an orderly fashion

Post class reflection

What went well:

- Classroom management: Students who were present remained engaged and on task during book assembly, working hard to complete work
- Professional teaching skills and abilities: one-to-one tutorials supported **differentiated learning**. Students felt guided and able to make progress, as I tailored my advice to their needs.
- Assessment and evaluation of pupils work: the storytelling activity allowed pupils to articulate the "journey" of their textiles book, giving **insight** into their understanding of process and intent

Even better if:

- Classroom management: continuous high absenteeism once again means the class pace was uneven, with many incomplete textile books. This was very disappointing, as had such high hopes for this UoL but clearly misunderstood student pace and the effect of absenteeism.
- Effectiveness of planning: due to over half of the class being absent, significant portions of work were incomplete. I have allowed them to work on their work over the week and hopefully I will see more progress by the time to grade work.

Students Work