

Class Name: 5th Yr VS P

Year group: 5th Yr

Programme:

Total No of lessons in UoL: 5

Aim of Unit of Learning

exploring how art has historically reflected and critiqued societal issues. learning to describe *works of art that comment on society today* , recognizing the role of fine art prints in *raising awareness of social issues*. By examining the innovations introduced by *Dadaism*, students will understand how this movement challenged traditional art forms and influenced Modern Art. They will also explore the role of *designers* in shaping social standards and interpret the *impact film can have* on shaping public understanding of social issues.

Entering characteristics

some students came from TY not having done art in the junior cycle.

x2 adhd

asd

x2 anxiety

x3 dyslexia

dyspraxia

Managing behaviours

[colaiste eanna code of Behaviour](#)

Learning outcomes for unit of learning

analyse an artwork

recognise an art style and identify relevant features

use the wider context of how the world is continually changing, socially, politically, ethically, etc. in their work

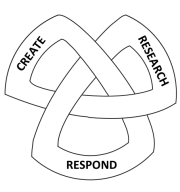
identify links with artists of the past and present that have explored similar topics or themes

critique the work of others and their own

discuss examples from Visual Studies

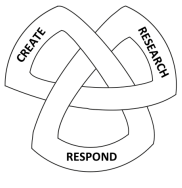
recognise the artistic thinking and elements in their own work and that of others

question established and new ideas and work

Lesson No 1/ 5 Date: Lesson type: S Time : Stage: research [SC] 	Learning Content for Pupils Introduction to social commentary in art with examples like Goya's The Disasters of War and Kollwitz's work, street art(asbestos), posters, sculptures and signs. Discussion on how artists have used art to respond to or reflect societal problems.	Learning Intentions -Understand how art reflects societal issues. -Identify examples of social commentary in art history.	Success Criteria -Students will be able to describe how art reflects and critiques society. -Students will discuss and understand examples of social commentary through art.
LESSON PLAN  5th year VS lesson 1			

Lesson No 2/5
Date: 18th oct
Lesson type: (S)

[SC]



Learning Content for Pupils

Explore the historical role of printmaking in social commentary.

Learn about key printmakers like Käthe Kollwitz and Honoré Daumier.

Understand how printmaking techniques (e.g., etching, lithography) allow for mass communication.

Analyse prints to identify how composition, symbolism, and technique critique societal issues.

Discuss how printmaking was used to raise awareness of social injustices.

Relate historical printmaking to contemporary social issues and media.

(Optional) Begin sketching a print concept focused on a modern social issue.

Learning Intentions

Understand the role of printmaking in communicating societal issues.

Learn about historical printmakers who used their work for social commentary.

Analyse how composition and symbolism convey social messages in prints.

Explore the connection between historical printmaking and modern social issues.

Success Criteria

Students can explain how printmaking has been used to address social issues.

Students can identify and discuss key works by printmakers like Käthe Kollwitz and Honoré Daumier.

Students can analyse the composition and symbolism in historical prints.

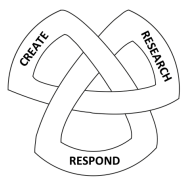
Students can make connections between historical examples of printmaking and contemporary social issues.

LESSON PLAN

 **5th year VS lesson 2**

Lesson No 3/ 5
Date: oct 25th
Lesson type: (S)

[SC]



Learning Content for Pupils

posters

Introduce historical propaganda (e.g., WWI posters).
Discuss how images and text can be manipulated to influence public opinion.

Understand the definition and purpose of propaganda.

Explore how propaganda was historically used to influence public opinion, particularly during WWI.

Analyse WWI propaganda posters (e.g., Lord Kitchener Wants You, Uncle Sam: I Want You) to identify key techniques used.

Discuss how images and text are manipulated to evoke emotions and direct action.

Recognize propaganda techniques like emotional appeal, simplification, and repetition.

Relate historical propaganda techniques to modern examples in advertising and media.

Learning Intentions

Understand what propaganda is and how it is used to influence public opinion.

Analyse historical examples of propaganda, particularly from WWI.

Explore how images and text in propaganda work together to manipulate viewers' emotions.

Recognize how propaganda techniques from the past are still relevant in modern media.

Success Criteria

Students can define propaganda and explain its purpose during WWI.

Students can analyse and identify key visual and textual elements in propaganda posters.

Students can discuss how imagery and text evoke emotional responses and direct action.

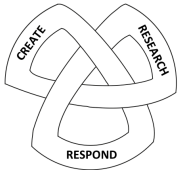
Students can connect historical propaganda techniques to modern-day media and advertising.

LESSON PLAN

 5th lesson 3

Lesson No 4/ 5
Date: 8th nov
Lesson type: (S)
Time-
vs

[SC]



Learning Content for Pupils

Introducing Dadaist works. eg. Duchamp's *Fountain*.

Discuss how absurdity and randomness challenged traditional views of art and society.

Understand the origins of Dadaism as a reaction to WWI and its anti-establishment values.

Explore how Dadaists used absurdity and randomness to challenge traditional art forms and societal norms.

Analyze Duchamp's *Fountain* and discuss how it questioned the nature of art and the role of the artist.

Recognize techniques like the use of humour, found objects, and randomness to provoke thought and critique society.

Discuss connections between Dadaist principles and modern forms of social critique in art and media.

Learning Intentions

Understand the origins and purpose of the Dada art movement.

Explore how Dada artists used absurdity and randomness to critique societal norms and traditional art.

Analyze Duchamp's *Fountain* and other Dada works to understand their social and artistic impact.

Recognize the influence of Dadaism on contemporary art forms that challenge societal standards.

Success Criteria

Students can describe the historical context and goals of the Dada movement.

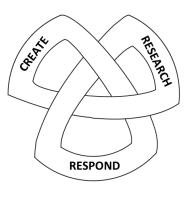
Students can explain how absurdity and randomness were used by Dada artists to challenge conventions.

Students can analyse *Fountain* and discuss its significance in redefining art.

Students can connect Dadaist ideas to modern examples of non-traditional or socially critical art.

LESSON PLAN

5th lesson 4

Lesson No 5/ 5 Date: 15th nov Lesson type: (S) [SC] 	Learning Content for Pupils Understand the role of designers in creating functional, socially conscious work. Learn about the historical impact of design movements, like Bauhaus, on society and social standards. Explore how design can shape social norms through examples like ergonomic furniture and sustainable packaging. Analyse design objects to understand how they balance functionality, aesthetics, and social impact. Reflect on how design influences everyday life and contributes to societal values such as inclusivity and sustainability.	Learning Intentions Understand the role of designers in creating functional and socially responsible designs. Learn about the historical impact of design movements, such as the Bauhaus, on society. Explore how design can shape social norms, such as promoting sustainability and inclusivity. Analyse examples of design objects that balance aesthetics, functionality, and social impact.	Success Criteria Students can explain the purpose of socially conscious design. Students can identify key contributions of the Bauhaus movement to modern design. Students can discuss how specific design choices promote inclusivity or environmental responsibility. Students can analyse a design object for its functionality, aesthetics, and societal impact.
LESSON PLAN W vs L5			
Post class reflection			

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