

Year group: 2nd yr

Total No of lessons in UoL: 9

Aim of Unit of Learning

Exploring colour, composition, and contour drawing through acrylic painting by creating a vibrant artwork inspired by the theme "Here and Now" and artist michael craig martin.

Entering characteristics

X5 SEN Students
SNA present
Dyslexia
Dyspraxia
ADHD
Dysgraphia
T1 Diabetes

Managing behaviours

[colaiste eanna code of Behaviour](#)

Some serious behavioural issues within classroom.

- Students sit 2 per table.
- Some students to be separated
- Short tasks for attention span
- Demonstrations work best.

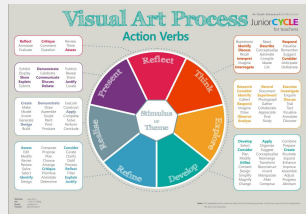
Learning outcomes for unit of learning

- 1.1 analyse their work, or that of another, using appropriate vocabulary and knowledge
- 2.4 show they can use their drawings to observe, record and analyse
- 1.7 examine the method of a number of artists and the artwork they created
- 1.10 identify the use of art elements and design principles within an artwork
- 1.12 apply their understanding of the art elements and design principles to make an artwork.



Lesson No 1/ 9
Date: 15th Nov
Lesson type: (S) (D)
or 1hr
Time
Stage: research

[JC]



Learning Content for Pupils

Introduction to the artist **Michael Craig-Martin** and his distinctive use of everyday objects, bold outlines, and vibrant colours.

Understanding the theme "**Here and Now**" by identifying and reflecting on personal objects that represent their current environment and experiences.

Mind mapping as a brainstorming tool for planning ideas visually.

Exploring **colour choices** and how colour can convey meaning and impact in artwork.

Considering **composition** and the arrangement of objects in an artwork.

Discussing how ordinary objects can be given **artistic and personal significance** in visual art.

Learning Intentions

Understand the art style of Michael Craig-Martin and his use of everyday objects, colour, and composition.

Explore the theme "Here and Now" by identifying personal objects that represent students' current experiences.

Develop skills in mind mapping as a planning tool for brainstorming visual ideas.

Begin considering how colour and composition choices can enhance the meaning and impact of artwork.

Success Criteria

Students can explain key aspects of Michael Craig-Martin's style and how he uses everyday objects in his art.

Students have selected personal objects that reflect their own "Here and Now" and can articulate why they chose these items.

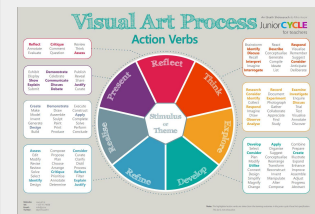
Students have created a mind map in their sketchbook, showing a variety of ideas and possible compositions.

Students demonstrate thoughtful initial choices of colour and composition that connect with their selected objects and the theme.

LESSON PLAN

2nd yr lesson plan 1

Date: 19th Nov
Lesson type: (S) (D)
or 1hr
Time (start & finish) :
Stage:

[illegible]

Understanding **observational drawing** techniques, focusing on contour and cross-contour lines.

Practising **contour drawing** to capture the shape and form of objects without shading.

Learning to observe and represent **lines and edges** with accuracy and detail.

Developing skills in **cross-contour drawing** to add depth and dimension to objects.

Learning to observe and represent **lines and edges** with accuracy and detail.

Developing skills in **cross-contour drawing** to add depth and dimension to objects.

- To develop an understanding of observational drawing techniques, focusing on contour and cross-contour lines.
- To practise contour drawing to accurately capture the shape and edges of objects without shading.

To practise contour drawing to accurately capture the shape and edges of objects without shading.

To explore cross-contour drawing as a method to represent depth and dimension in objects.

To improve skills in careful observation and translating visual information into drawings.

Students can create a clear contour drawing that accurately represents the outline and edges of their chosen object.

Students can add cross-contour lines to their drawings, effectively showing the 3D form of the object.

Students demonstrate improved observation skills, focusing on details without relying on shading.

Students reflect on their work and can articulate the difference between contour and cross-contour drawing techniques.

Students can create a clear contour drawing that accurately represents the outline and edges of their chosen object.

Students can add cross-contour lines to their drawings, effectively showing the 3D form of the object.

Students demonstrate improved observation skills, focusing on details without relying on shading.

Students reflect on their work and can articulate the difference between contour and cross-contour drawing techniques.

LESSON PLAN

W 2nd yr lesson plan 2.docx

Lesson No 3/ 9

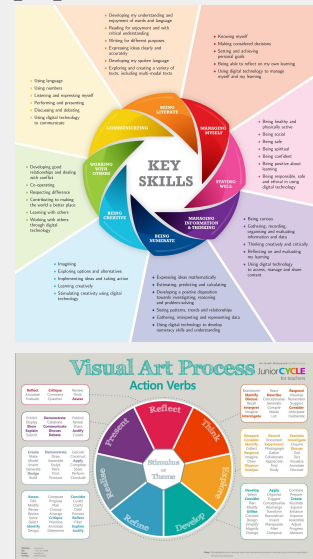
Date: 22nd nov

Lesson type:
double

Time (start &
finish) :

Stage: design

[JC]



Learning Content for Pupils

Understanding **colour theory** and how to use colour effectively in art.

Exploring **colour mixing** and creating bold, flat colours inspired by Michael Craig-Martin.

Learning how different **colours affect mood and meaning** in artwork.

Making **colour choices** for their personal compositions that connect with the theme "Here and Now."

Learning Intentions

To understand the basics of colour theory, including primary, secondary, and complementary colours.

To explore the emotional and symbolic meanings of colours and how they affect mood in art.

To develop skills in colour mixing and creating bold, flat colours inspired by Michael Craig-Martin's techniques.

To select and plan colours for personal compositions that connect to the theme "Here and Now."

Success Criteria

Students can accurately identify and describe the relationships between colours on the colour wheel.

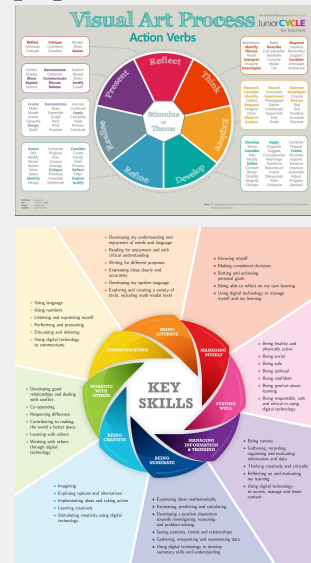
Students can mix paints to create vibrant, bold colours and apply them smoothly to a surface.

Students use annotations in their sketchbooks to explain how their chosen colours align with the theme "Here and Now."

Students demonstrate understanding of how colour choices can influence mood and meaning in their artwork.

W 2nd yr lesson plan 3

[JC]



Using **viewfinders** to isolate parts of drawings and explore different composition options.

Learning how to **balance composition** and arrange objects to create a visually interesting artwork.

Developing skills in **framing and focusing** on key elements within a composition.

Finalising the **layout and composition** for the painting, ensuring it reflects their chosen theme and objects.

Understand how to use viewfinders to isolate and explore different parts of a drawing.

Learn how to create balanced and visually interesting compositions using key principles (e.g., balance, focus, rule of thirds).

Develop the ability to frame and highlight key elements in a composition that reflect the theme "Here and Now."

Finalise a composition layout, preparing it for the painting stage with clear annotations.

Successfully use a viewfinder to isolate and experiment with different areas of a drawing.

Create at least two annotated sketches showing thoughtful exploration of composition options.

Demonstrate an understanding of composition principles by choosing a balanced and visually engaging layout.

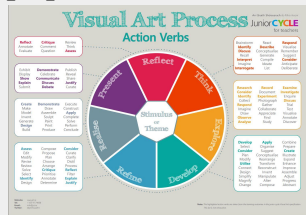
Finalise a composition that reflects the theme "Here and Now," with detailed annotations justifying artistic choices.

LESSON PLAN

W 2nd yr lesson plan 4

Lesson No 5/ 9 Date: 29th nov Lesson type: Double

[JC]



Learning Content for Pupils

Transferring the final composition onto prepped paper to begin painting.

Learning **acrylic painting techniques** inspired by Craig-Martin's smooth, solid colour application.

Practising **brush control** and layering techniques to achieve clean, bold colours.

Beginning the **base colour layers** of the painting with attention to smoothness and precision.

Learning Intentions

Students will understand how to accurately transfer their final composition onto prepped paper, maintaining proportions and alignment.

Students will develop foundational acrylic painting techniques, including brush control, layering, and mixing colours for smooth, bold applications.

Students will explore Michael Craig-Martin's approach to clean, solid colour application and its impact on visual composition.

Students will practice reflective skills by identifying successes and challenges during the painting process.

Success Criteria

The composition is transferred onto the prepped paper with precision, maintaining proportionality and alignment as per the original design.

Students demonstrate effective acrylic painting techniques, such as smooth layering, controlled brushwork, and precise colour application.

The base layers of the painting exhibit bold, solid colours inspired by Craig-Martin's style, free from visible pencil marks or uneven strokes.

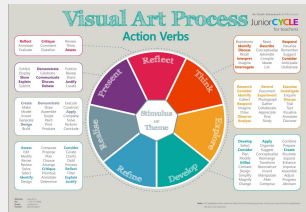
Students actively participate in the reflection discussion, articulating their learning process and identifying areas for improvement.

LESSON PLAN

W 2nd yr lesson plan 5.docx

Lesson No 6/ 9 Date: 3rd dec Lesson type: (D)

[JC]



Learning Content for Pupils

Refining **painting techniques** by adding layers and adjusting colours for impact.

Developing **colour consistency** and applying colours evenly across the composition.

Working on **details and edges** to achieve a finished, polished look.

Enhancing the **overall balance** of the painting by evaluating colour distribution and placement.

Learning Intentions

Students will refine their acrylic painting skills by applying smooth, consistent layers to enhance the vibrancy of their artwork.

Students will develop techniques for achieving precise details and clean edges, improving the overall polish of their composition.

Students will evaluate and adjust their colour placement to create a balanced and visually harmonious composition.

Students will use Michael Craig-Martin's artworks as inspiration to understand the impact of bold, flat colours and refined details in contemporary art.

Success Criteria

Students have applied smooth, consistent layers of acrylic paint, achieving even coverage and vibrant colours.

Edges and details in the painting are refined with precision, resulting in a polished and professional appearance.

The colour placement is balanced and enhances the overall harmony of the composition.

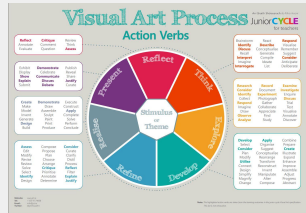
Students can explain how their techniques were inspired by Michael Craig-Martin's use of bold, flat colours and clean, impactful designs.

LESSON PLAN

W 2nd yr lesson plan 6

Lesson No 7/ 9 Date: 6th dec Lesson type: (D)

[JC]



Learning Content for Pupils

Continuing painting-

Adding layers of paint to make colours smooth, bold, and consistent.

Adjusting colour placement to balance and improve the overall composition.

Focusing on clean edges and small details to finish the painting.

Learning from Michael Craig-Martin's work to use flat colours and precise lines effectively.

Evaluating their own work to identify strengths and areas for improvement.

Learning Intentions

refine painting techniques by adding smooth, even layers of colour.

understand balance in colour placement and improve the composition.

To enhance the painting with clean edges and detailed finishing.

To know insights from Michael Craig-Martin's style to create bold, impactful designs.

Success Criteria

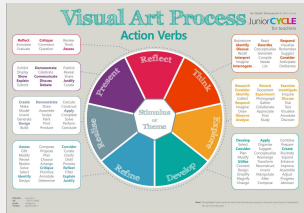
Colours are applied smoothly and evenly, with no visible brush strokes or patchiness.

The composition shows thoughtful placement of colours, achieving balance and harmony.

Edges are clean, and small details are precise and polished.

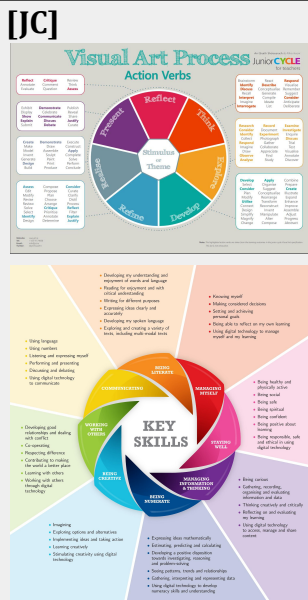
The painting reflects inspiration from Michael Craig-Martin, using flat, bold colours and clear lines.

LESSON PLAN W 2nd yr lesson 7			

Lesson No 8/ 9 Date: 10th dec Lesson type: (D) [JC] 	Learning Content for Pupils Finalizing Painting Techniques: Students will learn to refine their paintings by adding final layers, ensuring smooth colour application, and developing consistent textures across the composition. Enhancing Details and Edges: Focus will be on polishing details, creating clean edges, and making small adjustments for a professional finish. Evaluating Colour Balance and Composition: Students will step back to analyze the balance of colours in their paintings and make adjustments to enhance the visual impact and harmony of their work.	Learning Intentions Refine painting techniques by adding final layers, achieving smooth and consistent colour application. Develop precision in detailing edges and enhancing the overall polish of the artwork. Evaluate the balance and distribution of colours to create a visually impactful composition. Apply inspiration from Michael Craig-Martin's use of bold colours and clean lines to finalize the artwork.	Success Criteria The painting demonstrates smooth, even layers with consistent colour application throughout. Edges and details are clean, precise, and well-defined, contributing to the overall polish of the work. The composition shows balanced colour distribution, with adjustments made to enhance visual harmony. The finished painting reflects the influence of Michael Craig-Martin's style, with bold, flat colours and professional presentation.
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	Inspiration from Support Studies: Michael Craig-Martin's use of flat, bold colours and precise lines will guide students in achieving a polished and balanced final piece. Examples of his work will be referenced throughout the lesson to reinforce these concepts.		
LESSON PLAN W 2nd yr lesson 8			

Lesson No 9/ 9 Date: 13th dec Lesson type: (D)	Learning Content for Pupils Completing Final Layers: Students refine their paintings by adding final layers of paint, adjusting colours for impact, and enhancing details for a polished appearance. Planning Presentation Layouts: Students learn how to design a cohesive and visually balanced display for their artwork, considering spacing and positioning.	Learning Intentions To complete the final layers of the painting, refining details, and achieving a polished, professional appearance. To plan and execute a cohesive presentation layout that effectively showcases the artwork. To write a reflective artist statement that explains the personal significance of the work and its connection to the theme "<i>Here and Now.</i>"	Success Criteria The painting demonstrates a refined application of colour, consistency, and well-finished details. The presentation layout is balanced and visually appealing, with appropriate spacing and alignment. The artist statement clearly articulates the connection between the chosen objects, colour choices, and the theme "<i>Here and Now.</i>"
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Writing Artist Statements: Students reflect on their artistic process, explaining their choice of objects, colours, and how these connect to the theme "*Here and Now*".

Group Critique and Exhibition: Students practise giving and receiving constructive feedback, articulating their artistic intentions, and preparing their work for a classroom exhibition.

Support Studies: Reference Michael Craig-Martin's use of bold colours, composition, and everyday objects to reinforce the connection between personal expression and artistic presentation.

To engage in a group critique, providing constructive feedback to peers and reflecting on their own artistic process.

Active participation in the group critique, offering constructive feedback and incorporating insights into the final artwork and presentation.

LESSON PLAN

W 2nd year L9

