

ITY TEACHING HONESTY RESPECT RESILIENCE CURIC  
E CHARACTER   
RIT THROUGH SUBJECTS MOTIVATION FOCUS OPTIM

# ART & DESIGN

ADAM GODDARD  
ALDERCAR HIGH SCHOOL

## Teaching Character Through Subjects – Art Suite 1 Key Information

<b>Teacher</b>	Adam Goddard	<b>School</b>	Aldercar High School
<b>Overview</b>			
<b>Curriculum Area</b>	<b>Art &amp; Design</b>		
<b>Subject Focus</b>	<p>Topic KS3 –Y7/8/9</p> <ul style="list-style-type: none"> <li>• 5 Week Plan</li> <li>• Project based around the principles of advertising. Students analysing the content/colour/text and images used. Students will be expected to design/develop and produce a poster.</li> </ul>		
<b>Identified Key Character Qualities</b>	This resource explores the moral virtues of honesty and integrity		
<b>Character Focus</b>	<ul style="list-style-type: none"> <li>• Key principles/NC content within the scheme of work will include-             <ol style="list-style-type: none"> <li>1) Portraiture</li> <li>2) Text / Font</li> <li>3) Colour Analysis</li> <li>4) Composition / Layout</li> <li>5) Message/Slogan</li> </ol> </li> <li>• Moral virtues will highlighted for attention throughout the scheme of work.</li> <li>• <u>Honesty and Integrity</u>-will be the key focus throughout the scheme of work.</li> <li>• <u>Character Focus</u>- All SOW have detailed notes on the Character Virtues. The scheme includes the Moral Virtues Honesty and Integrity.</li> </ul>		
<b>Differentiation</b>	<p>Differentiated tasks are provided on each individual lesson plan. ( 5weeks).</p> <p>There are suggested questions and tasks provided.</p> <p>Some worksheets and power points also offer differentiated tasks.</p> <p>Most tasks offer differentiation by learner outcome.</p>		
<b>Adaptability</b>	<p>The schemes have been taught to all KS3 year groups -7/8/9.</p> <p>The tasks provided are challenging. Task can be altered to an individual needs / differentiated.</p> <p>Timescale- 5x50mins lesson were allocated to the scheme of work. It was a challenge to complete all the tasks in that time. I extended the session to 6x50mins to allow the students to complete their final outcomes.</p>		
<b>Affect on School Priorities</b>	<p>Students enjoyed the Character Education SOW. Their knowledge/understanding of the Moral virtues developed throughout the SOW. Displays referencing the student's participation and key aspects of the work helped keep the focus throughout the 5/6 weeks.</p> <p>Behaviour was fine throughout the SOW, student's interest in the project helped with attainment with their classwork.</p>		

	Students have shown genuine intrigue into the character virtues, which has added an extra dimension to their learning.
<b>Things That Worked Well</b>	<p>Moral Virtues-students developed a good understanding of "Honesty".</p> <p>Students created some excellent ideas, concepts and outcomes reflecting their understanding of the moral virtue-honesty. Practical outcomes -photographs / posters and sections of the worksheets produced good quality work.</p>
<b>Things That Might Be Improved</b>	<p>I was really pleased with the student's genuine interest when learning about moral virtues. Relating the meaning of the virtues to their outcomes and project work throughout the five weeks.</p> <p>Combining the subject related work with the moral virtues allowed the students to express themselves.</p> <p>I would probably adapt the worksheets. The current worksheets offer differentiation, however I aim to make alterations to the worksheets for future teaching &amp; learning.</p>
<b>Lessons</b>	
<b>Subject Focus</b>	<p>Objective- All students understand the meaning of the Moral Virtues- Honesty + Integrity.</p> <p><b>Lesson One:</b> During the first session students were asked to analyse in groups or individually a variety of posters and advertisements to provide them with a platform to build their project ideas upon.</p> <p><b>Lesson Two:</b> Portraiture / expression / facial features – students will examine examples of facial expressions. Analysis and individual interpretation. Pupils will be shown examples of facial expressions. Understand how facial expression can affect people's perception of how an individual is behaving' equipping pupils with an understanding of character expression.</p> <p><b>Lesson Three:</b> Font / Text. Session three will be spent learning key concepts about text and fonts. Students will examine and analyse various Text. Students will be shown examples of text used in advertising. Students will be asked to create their own text and design a font to help express the meaning.</p> <p><b>Lesson Four:</b> Will be spent learning key concepts about. - Analysing the use of colour within advertising and posters. Combining image and text within a given area. Composition and layout. Students will be asked use colour to help express the meaning for their chosen Moral Virtue and poster.</p> <p><b>Lesson Five:</b> Design ideas-Combining image/ text/message. Analysis and feedback.</p>
<b>Character Focus</b>	<p><b>Lesson One:</b> Objective- All students understand the meaning of the Moral Virtues- Honesty + Integrity.</p> <p>Discuss Moral virtues with the whole class- Gather information from the group on their knowledge an understanding of Moral Virtues. Introduce to the group the two virtues- <a href="#">Honesty and Integrity</a>. Discuss the learning outcomes; how has each group interpreted the posters/advertisement sheets provided. How do the ideas relate to the Moral Virtues <a href="#">Outcome-Individual/group analysis of various posters. How various posters relate to the moral virtues.</a></p>

	<p><b>Lesson Two:</b>  <b>Portraiture / expression / facial features</b> – students will examine examples of facial expressions. Analysis and individual interpretation. Pupils will be shown examples of facial expressions. Understand how facial expression can affect people’s perception of how an individual is behaving’ equipping pupils with an understanding of character expression.  <b>Outcome-</b> Develop ideas for facial expression. Draw a selection of faces with various expressions. Example-Honest face with friendly eyes and relaxed brow.</p> <p><b>Lesson Three:</b>  <b>Font / Text.</b> Session three will be spent learning key concepts about text and fonts. Students will examine and analyse various text. Students will be shown examples of text used in advertising. Students will be asked to create their own text and design a font to help express the meaning.  Pupils will work individually or in pairs to complete designs of text /font. Pupils will be asked to produce 2/3 drawings/sketches which reflect certain words. E.g. COOL, FIRE, QUIET.  <b>Outcome-</b>Various text /fonts that express feeling or emotions that relate to the character virtues.</p> <p><b>Lesson Four:</b>  <b>Colour</b> - Session four will be spent learning key concepts about. - Analysing the use of colour within advertising and posters. Combining image and text within a given area. Composition and layout. Students will be asked use colour to help express the meaning for their chosen <b>Moral Virtue</b> and poster. How does each colour alter the individuals perception – message? How do the ideas relate to the <b>Moral Virtues?</b> –<b>Honesty/Integrity.</b></p> <p><b>Lesson Five:</b>  <b>Final Session / Final Poster</b>– Students during the final session will collate all their previous work and spend time producing their final outcome. Students should have ideas of what is going to be included in their final poster. Remind all students the importance of the use of the <b>Moral virtues.</b></p>
<p><b>Lesson Activities</b></p>	<p><b>Lesson One:</b>  <b>Starter activity 1</b>  Pupils will settle into their separate groups (4/5) per table- an image will be shown on the board/power-point of various posters/advertisements. Self guided discovery task, Pupils will follow instructions and write down their thoughts and opinions onto their A2 paper. <b>Differentiation – students provided with suggestion sheets.</b></p> <p>Verbal feedback. <b>Reflection</b>  Go through various examples and connect with each table/group via the PowerPoint slide.  Discuss the learning outcomes; how has each group interpreted the posters/advertisement sheets provided. How do the ideas relate to the Moral Virtues.</p> <p><b>Starter activity 2</b>  Pupils will be asked a series of targeted questions, students will be prompted throughout the task.  <b>Differentiated questions – Suggested Q&amp;A</b>  <b>All:</b>  <b>Can you recognise the dominant colours?</b>  <b>Can you describe the use and style of the font used?</b>  <b>Most:</b>  <b>Why do you think these colours have been chosen?</b>  <b>Does the use of various colours affect how we perceive the image?</b>  <b>Does the style of font used alter the way we interpret the text?</b>  <b>Why do you think we are learning about this?</b></p> <p><b>Activity 3</b>  Pupils will work in table teams to complete rough designs for an advertising campaign, Pupils will be asked to produce posters with</p>

suggested text and image/s. Pupils will be timed to keep an exciting pace to the lesson and promote team work. Circulate the room, remind them of time and support learning. – informative assessment.

Differentiated by challenge - work sheets will be provided to each table. Extension tasks for more able (richer questioning) Can you label the colours – primary or secondary? Why have you chosen that colour? Could you create this colour? These questions are displayed on the board throughout the task.

### **Lesson Two:**

#### Starter activity 1

Pupils will settle - an image will be shown on the board/power-point of various facial expressions. Self guided discovery task, Pupils will follow instructions and write down their thoughts and opinions onto their provided sheet. Differentiation – students provided with suggestion/prompt sheets.

#### Starter activity 2

##### Practical development-

Pupils will work individually or in pairs to discuss images/drawings of facial expression, Pupils will be asked to produce ideas /drawings which reflect certain facial expressions

Explain what is required during the practical session.

Differentiated questions – Suggested Q&A

All:

Can you describe the facial expression ?

Most:

Why do you think these expressions have been chosen?

Does the use of various colours affect how we perceive the image?

Does the style of font used alter the way we interpret the text?

Why do you think we are learning about this?

Could you name a career that you would need this skill for?

#### Activity 3

Pupils will work individually or in pairs to complete drawings of facial expression, Pupils will be asked to produce 2/3 drawings which reflect certain facial expressions. Pupils will be timed to keep an exciting pace to the lesson. Circulate the room, remind them of time and support learning. – informative assessment.

Differentiated by challenge - work sheets will be provided to each table. Extension tasks for more able (richer questioning) Can you describe the expression? How have you visually displayed the expression ? What key aspects of your drawing help? How could you create image? These questions are displayed on the board throughout the task.

### **Lesson Three:**

#### Starter activity 1

Pupils will settle - an image will be shown on the board/power-point of various texts and fonts used in advertising. Self guided discovery task, Pupils will follow instructions and write down their thoughts and opinions onto their provided sheet. Differentiation – students provided with suggestion/prompt sheets.

#### Starter activity 2

##### Practical development-

Differentiated questions – Suggested Q&A

All:

Can you describe the use and style of the font used?

Most:

Why do you think these colours have been chosen?

Does the use of various colours affect how we perceive the image?

Does the style of font used alter the way we interpret the text?

Why do you think we are learning about this?

Could you name a career that you would need this skill for?

	<p>Activity 3 Pupils will work individually or in pairs to complete designs of text /font. Pupils will be asked to produce 2/3 drawings/sketches which reflect certain words. E.g. COOL, FIRE, QUIET. Pupils will be timed to keep an exciting pace to the lesson. Circulate the room, remind them of time and support learning. – verbal feedback/ assessment.</p>
	<p><b>Lesson Four:</b> Starter activity 1 Pupils will settle - an image will be shown on the board/power-point of various posters from used in advertising. Self guided discovery task, Pupils will follow instructions and write down their thoughts and opinions onto their provided sheet. <b>Differentiation – students provided with suggestion/prompt sheets.</b> Starter activity 2 Practical development- <b>Differentiated questions – Suggested Q&amp;A</b> All: <b>Can you describe the use of colour used?</b> Most: <b>Why do you think these colours have been chosen?</b> <b>Does the use of various colours affect how we perceive the image?</b> <b>Why do you think we are learning about this?</b> <b>Could you name a career that you would need this skill for?</b> Activity 3 Pupils will work individually or in pairs to complete designs. Pupils will be asked to produce 2/3 drawings/sketches with the use of various colours. Pupils will be timed to keep an exciting pace to the lesson. Circulate the room, remind them of time and support learning. – informative assessment.</p>
<p><b>Notes on Differentiation and Adaptability</b></p>	<p><b>Lesson One:</b> <b>Differentiated questions – Suggested Q&amp;A</b> All: <b>Can you recognise the dominant colours?</b> <b>Can you describe the use and style of the font used?</b> Most: <b>Why do you think these colours have been chosen?</b> <b>Does the use of various colours affect how we perceive the image?</b> <b>Does the style of font used alter the way we interpret the text?</b> <b>Why do you think we are learning about this?</b> <b>Differentiated by challenge - work sheets will be provided to each table.</b> <b>Extension tasks for more able (richer questioning) Can you label the colours – primary or secondary? Why have you chosen that colour?</b> <b>Could you create this colour? These questions are displayed on the board throughout the task.</b></p> <p><b>Lesson Two:</b> <b>Differentiated questions – Suggested Q&amp;A</b> All: <b>Can you describe the facial expression ?</b> Most:</p>

Why do you think these expressions have been chosen?  
Does the use of various colours affect how we perceive the image?  
Does the style of font used alter the way we interpret the text?  
Why do you think we are learning about this?  
Could you name a career that you would need this skill for?

#### Lesson Three:

Differentiated by challenge - work sheets will be provided to each table.  
Extension tasks for more able (richer questioning) Can you describe the colour and design? How have you visually displayed the feeling and meaning in the text created? How does your design relate to the moral virtues? What key aspects of your drawing help? How could you alter the image? These questions are displayed on the board throughout the task.

#### Lesson Four:

Differentiated questions – Suggested Q&A

All:

Can you describe the use of colour used?

Most:

Why do you think these colours have been chosen?

Does the use of various colours affect how we perceive the image?

Why do you think we are learning about this?

Could you name a career that you would need this skill for?

Differentiated by challenge - work sheets will be provided to each table.  
Extension tasks for more able (richer questioning) Can you describe the colour and design? How have you visually displayed the feeling and meaning in the text created? How does your design relate to the moral virtues? What key aspects of your drawing help? How could you alter the image? These questions are displayed on the board throughout the task.

#### Lesson Five:

Differentiation

Extension task for high achievers

Key words explained to help SEN and low ability

Differentiated by challenge - work sheets will be provided to each table.  
Extension tasks for more able (richer questioning) Can you describe the colour and design? How have you visually displayed the feeling and meaning in the poster created? How does your **final** design relate to the moral virtues? What key aspects of your drawing ? How could you alter the image? These questions are displayed on the board throughout the task.

#### Other Points Worth Noting

Forward Planning- The SOW was set over five sessions. I allocated 50mins per session. The students felt a little rushed due to the nature of the subject. Some students preferred to work at their own pace when producing their individual practical outcomes. Homework or extra catch up time helped with this issue.