

# World Religions Lesson Plan Pro-Forma



<b>Teacher</b> Miss Mace	<b>Subject</b> Art	<b>Lesson Title</b> Religious Symbols		<b>Stage</b> 2 Of 12	<b>Date</b>	
<b>Year / Group / Set</b> Year 7/8/9 Key Stage 3		<b>Boys</b>	<b>Girls</b>	<b>Period</b> 1    2    3    4    5		
<b>Pupils with SEN / IEP / PSP / Report</b>					<b>Support Staff</b> n/a	
<b>Learning Objectives</b> Lesson 2 gives the opportunity to develop knowledge on the six world religions. By the end of lesson 2 pupils will be able to identify the six world religions and have some knowledge and understanding of what they mean.						
<b>Reference to Scheme of Work / Taxonomy</b> At key stage 3 pupils should: Record and analyse first hand-observations, to select from experiences and imagination and to explore ideas for different purposes and audiences. Organise and present this in information in different ways, including using a sketchbook. Analyse and evaluate their own and others' work, express opinions and make reasoned judgements. Exploring a range of starting points for practical work including themselves, their experiences and natural and man made objects and environments. Investigating art, craft and design in the locality, in a variety of genres, styles and traditions, and from a range of historical, social and cultural contexts.				<b>NC/GCSE Levels</b>  <b>All:</b> 2/3 <b>Most:</b> 4/5 <b>Some:</b> 5/6		<b>NC PoS</b>  1a 1c 3a 5a 5d
<b>Timing</b>	<b>Activity</b>				<b>Differentiated Learning Outcome</b>	
<b>Starter</b>	Register. Gather to front. Re-cap last lesson. Collect homework set last lesson. Explain the task / lesson aim: complete religious symbols clip art pupil booklet with annotations and drawings. Class discussion on the six world religions. Demonstrate how to copy the six world religion symbols and annotate the page. Show example from the resource pack. Pupils collect materials and begin their six world religions clip art pupil booklet. Teacher circulates, encouraging and assisting pupils –SEN pupils as a priority. As the lesson progresses hold up good work. Stop the lesson. Remind pupils of the task. Ask pupils to look at the work of the people on their table and give each other advice and encouragement. Pupils then adapt and improve their work. Complete symbols ten minutes before the end of the lesson. Bring sketchbooks to front tables – review work as a group and recap on six world religions. Instruct pack away procedure. Prepare to leave. Praise the group.				<b>All</b>	By the end of the lesson all pupils will have produced a copy of some of the six world religions with annotations. They will have engaged in a discussion about their own and others work, offering opinions and adapting their work.
<b>Intro</b>						<b>Most</b>
<b>Main Activities</b>					<b>Some</b>	
<b>Plenary</b>						
<b>Resources</b> Scheme of work resource folder & Buddha folder examples. Six world religion images, pupil resource booklet, sketchbook, paper, pens, pencils, rulers, rubbers, sharpeners.				<b>Homework / Development</b> Collect completed John Muafengejo artist analysis pages in their sketchbook with a completed sketch in pencil and writing under the looking at artists' work sheet as a guide. Homework will be marked using the Art department marking policy as mentioned in assessment.		
<b>Assessment</b> Assessment is an intrinsic part of the classroom activity – struggling pupils easily identified whilst circulating. During the lesson pupil assess their own work and the work of their peers and adapt and refine their work based on their discussions. Homework is assessed formatively according to the departmental framework, given a national curriculum level and a letter grade for effort. Whole group feedback also takes place after homework handed in Pupil self- assessment form to be completed at the end of the scheme of work.						