ual: central
saint martins

Lesson Plan

Tutor			Additional Tutor/staff	
Course	Foundation Diploma in Art & Design		Pathway	Illustration
Course Unit (2)				
Date(s)			Day 1 of 3	
Project Title	**Guilty Pleasures**			
Start time	10.30am	**Finish time**	4.30pm	

Learning outcome(s):

In this lesson all learners will: analyse and conduct basic research into an anonymously assigned classmates guilty pleasure, contribute to the discussion of definition of a guilty pleasure, use storyboard to plan basic overview of the guilty pleasure,

In this lesson some learners will: design a storyboard with complex narrative structure responding to an aspect of a guilty pleasure, contribute to both small group and class group discussions around guilty pleasures, capture wide ranging research sources supporting developing storyboard, respond to peer feedback and develop storyboard.

Checks on learning
Formative assessment is ongoing throughout the unit and in this lesson the checks on learning will include: students are identifying appropriate research sources related to assigned guilty pleasure, contributing to basic analytical discussion of guilty pleasure, using storyboarding to plan a short animation.

Resources required for the lesson	All studios are equipped with a whiteboard and projector. Students are required to bring their own equipment and, in this session, they will need: sketchbook, basic drawing materials, laptop or smartphone for research.

Opportunities to reinforce equality & diversity	All Foundation projects aim to celebrate and encourage equality and diversity. This is supported through the project research references, thematic content and subject materials that are provided, and is evidenced in the work of individual students. In this session:
Opportunities to develop skills and competency in English and Maths	**English -** All Foundation Projects promote and encourage communication through written and spoken English. For *Art & Design* courses this includes specific technical descriptions and associated specialist language. All students are able to develop their use of this language through evaluation of the projects, analysis of their own work and that of others as well as evaluation of learning outcomes. This will mean for some learners, development of English as a first language and for others as a second language. English development opportunities in this session will include: **Maths -** For all learners there will be opportunities through some projects for the application of skills in Maths to be practiced, used and developed. Activities included such: as measuring, calculation, working with scale and other systems used in drawing, design and media processes. Maths development opportunities in this session will include:

Preparation for assessment	The following seven Descriptors are used throughout the qualification. At the assessment of Unit 1 and Unit 2 , these are used to give feedback commentary with an indication of level, and in the final assessment, of Unit 4, these become the Learning Outcomes against which final grades are awarded.
	This lesson focusses on the descriptor(s) identified below:
	Please tick

	Context Understanding and application of subject knowledge, and underlying principles

X	**Research** Identification and investigation of varied primary and secondary visual, academic, ethical and cultural sources

X	**Development of Creative Practice** Skills to enable the realisation of ideas, appropriate to creative practice

X	**Problem Solving** Solve problems and adapt to unforeseen challenges in the realisation of creative practice

	Planning, progress and production Management of own learning and progress through active reflection, negotiation, planning, self-direction, subject engagement, and commitment

	Evaluation and Reflection Taking active responsibility for own learning, development and decision making using critically evaluative and reflective skills

	Communicating and Presenting a Creative practice. Communicating and presenting a creative, individual or collaborative personal practice

Time	Teaching and learning activity

10.30	Register (in addition to monitoring by tutors the *I'mIn* attendance monitoring system will be used to monitor lateness, and absences) Tutor gives Briefing and structure of project. Aim of session - define what a guilty pleasure is, be assigned a classmates guilty pleasure anonymously, gather basic analysis, and research around assigned GP **Tutor explains the timing of work:** Deadline is monday 8th - screening A showreel will be shown on the screens on the building
	Task 1 – in pairs students sit back to back head resting on shoulder discussing what is a GP **not sharing their own!**
	Task 2 - Students feedback to table group, one member of table group shares finding with tutor. Tutor captures keywords and phrases on whiteboard. Tutor summaries definition.
	Task 3 - Students write their own GP on piece of paper. Students are encouraged to be honest as to what their GP is. GPs are collected in vessel and mixed up. Students form a line and tutor prescribes GP.
	Task 4 – In sketchbooks, students initially carry out basic interpretation of GP. Does the student know what is it? What do they already know about the GP? Do they know someone with a similar GP? Can they speculate as to why it could be a GP for this person? Can they speculate as to who they might be hiding it from? Can they imagine how they might hide the GP? Can they imagine how they might indulge in the GP themselves?
	Task 5 - Students use keywords to find 5 basic web search images related to the GP.
13.00 – 14.00	LUNCH

14.00	Register
	Task 6 – In sketchbooks use quick drawing and language to generate a range of ideas responding to the following questions How can you communicate the pleasure of the GP? How can you communicate the "guilt" of the GP? How can you communicate the GP being hidden?
	Task 7 – Using their initial reposes students draw basic 6 panel storyboard outlining an aspect of the GP they want to explore.
	Task 8 - Students share and swap devloping storyboards and respond to the following questions: Can you recognise what the GP is? Has the designer sensitively responded to the GP? Is the idea clearly communicated? What changes can you suggest the designer needs to make or develop?
	Task 9 - Students revise and make another iteration of storyboard.
	Reflective questions What strategies will you use to maintain empathy while developing your project? What feedback did you receive on your developing work so far? How will you act upon it? How successful was your storyboard in communicating your idea? What changes did you/ will you make?

	Reminders for following Tuesdays session Students are required to bring fully camera phone with changer to Tuesdays session. Students to bring small objects – buttons, coins, bottle caps, small toys, Students watch the **line and the dot**
4.00	Organise the management of studio. • Ensuring materials and consumables are returned to storage boxes and cupboards • Rubbish cleared away • Chairs on top of tables to allow clean for next day/week • Projectors and AV equipment turned off **No students to leave until tutor is happy for them to do so.**
4.30	**End of the day**