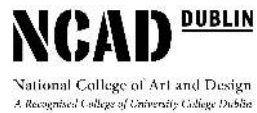


# Hypothetical Mainstream SEND UOL + 4 students entering characteristics



School of Education  
Unit of Learning

Students Name: Heather Barker  
Year in NCAD: PME2

**Class Name:** Hypothetical 2nd years  
**Year group:** 2nd year  
**Programme:** Art Craft and Design  
**Total No of lessons in UoL:**  
**First 3 lessons of UOL**  
**1 hour each**

## Aim of Unit of Learning;

To explore the theme **Skyfall** through **photography, drawing, and cyanotype**, students will observe and capture cloud **shapes**, trace and simplify them into stencils and illustrations, and create a final cyanotype artefact such as a **sketchbook** cover, developing skills in shape, abstraction, layering, and visual analysis while connecting art to **geography**, with **Anna Niskanen and Henri Matisse** as anchor artists and a focus on Key AEDP line, shape and tone.

**Cross-Curricular: Geography:** Weather patterns, cloud types, atmosphere.  
Describing textures, using weather vocabulary.

## Entering characteristics

### Four Hypothetical students (KEY) :

Student A: Dyslexia (Dyslexia)

Student B: Attention-deficit/hyperactivity disorder (ADHD)

Student C: Autism spectrum disorder (ASD)

Student D: Oppositional defiant disorder (ODD)

UDL - Universal Design for Learning <https://www.ahead.ie/udl>

ET- Extension Tasks - Some including everyone of specific student

Hickman, R. and Brens, M., 2014. Art, pedagogy and dyslexia. International Journal of Art & Design Education, 33(3), pp.335-344.

[Lema G., Katherine E. \(2024\) Artistic Language as a Pedagogical Tool for Teaching English compressed.pdf](#)

<https://www.autismspeaks.org/autism-diagnostic-criteria-dsm-5>

### Student A: Dyslexia:

Strengths:

- Strong visual and spatial skills, learns best through images, diagrams, and hands on activities
- Highly imaginative, often generates original ideas and creative solutions
- Good verbal reasoning and oral communication when discussing concepts
- Highly Social and good teamwork

### Challenges:

- Struggles with reading fluency, spelling, and decoding unfamiliar words
  - Can find written instructions overwhelming, leading to slower task initiation
  - May feel anxious about literacy-based tasks, which can impact confidence
  - Can follow visual step by step guides for the cyanotype process and the Cloud Puzzle game, so their learning is recognised through action and creativity rather than text.
  - Fine Cutting May be difficult if not exposed early.
  - Memory or organisational skills under pressure
- 

**Student B: ADHD:** Can take on active roles (placing photos, moving stencils, timing exposure), keeping them energised and engaged, so their contributions are visible.

### Strengths:

- Energetic and enthusiastic, engages quickly with stimulating tasks
- Can hyperfocus when interested, producing a high volume of work in bursts
- Enjoys practical, hands on, and varied activities that allow movement

### Challenges:

- Short attention span and distractibility, particularly during longer or repetitive tasks
  - Impulsive responses, sometimes rushing through work without reflection
  - Difficulty with organisation, planning, and following multi-step instructions
-

**Student C: ASD:** Can work in a predictable, structured space with clear zones (textures, photos, cyanotype paper), so their attention to detail is respected and they can work confidently.

**Strengths:**

- Strong attention to detail, often excelling in accuracy and precision
- Enjoys structured routines and predictable activities, which supports focus
- Good at recognising patterns, sequences, and logical connections

**Challenges:**

- Finds unpredictability, changes in routine, or unclear instructions challenging
  - May struggle with social communication, group work, or sensory overload
  - Can become fixated on one aspect of a task, limiting flexibility or creativity
- 

**Student D: ODD:** Can make **creative choices** about placement, layering, or experiment with unusual stencil arrangements, so their **independence and ideas are valued**.

**Strengths:**

- Independent and confident, often shows leadership qualities when motivated
- Creative and resourceful, enjoys thinking differently or challenging norms
- Strong sense of autonomy, responds well when given responsibility or choice

## Challenges:

- May resist authority, instructions, or classroom expectations
- Prone to oppositional behaviours, such as arguing or refusal to comply
- Needs consistent boundaries and calm reinforcement to stay on task

## Managing behaviours

1. Arrange seating to encourage focus and reduce distractions.
2. Set clear expectations for behaviour at the start of each lesson.
3. Use positive reinforcement to encourage engagement and participation.
4. Provide structured tasks and clear instructions to maintain attention.
5. Address disruptive behaviour calmly and promptly to prevent escalation.
6. Use a variety of teaching methods to keep students engaged and active.
7. Create a supportive classroom environment where students feel respected and valued.

## Learning outcomes for unit of learning

### Art

**Critical and Visual Language :** 1.1 analyse their work, or that of another, using appropriate vocabulary and knowledge

**Drawing:** 1.5 interpret the world and communicate ideas through visual means

**Visual Culture and Appreciation:** 1.8 discuss examples of historical and contemporary visual art

### Craft

**AEDP:** 2.12 justify the choice of art elements and design principles in their own or others' craftwork.

**Media:** 2.13 identify the role of media in the development of craftwork

### Design

**Critical and Visual Language:** 3.1 use critical and visual language to describe diverse design work

**Drawing:** 3.5 experiment with design ideas through research and analytical drawing

**Lesson No 1/ total in UoL:**

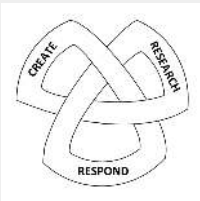
**Date:**

**Lesson type: (S) (D) or 1hr**

**Time : 10:40- 11:40**

**Stage:**

**[SC]**



**JC Think- reflect... (action verbs in wheel)**

Student A: Dyslexia (Dyslexia)

Student B: Attention-deficit/hyperactivity disorder (ADHD)

Student C: Autism spectrum disorder (ASD)

Student D: Oppositional defiant disorder (ODD)

**Learning Content for Pupils**

- AEDP:Shape
- Observing cloud shapes, textures, edges, and layering
- Noticing positive and negative space in clouds
- Using the **Cloud Identifier app** to identify cloud types
- Capturing clouds through photography as reference for art
- Recording visual observations and initial sketches in a sketchbook
- 
- Playing the **Cloud Puzzle game** to reinforce cloud types, names, and shapes

**Visual Aids:**

- Canva slide deck with:
  - Theme Skyfall title + aims and intentions
  - Photos of different cloud types (cumulus, cirrus, stratus, nimbus, etc.)

**Learning Intentions**

Explore and observe cloud shapes, edges, textures, and layering in the sky.

Identify different cloud types using the Cloud Identifier app and the Cloud Puzzle game.

Capture clouds through photography and record observations in a sketchbook to support future art-making.

**For Aiding these Learning Intentions**

**Student A - Dyslexia**

- Use visual prompts to explore cloud shapes.
- Identify cloud types with step-by-step visual support.
- Record ideas mainly through sketches and labels.

**Student B - ADHD**

- Focus on short, active cloud observations.

**Success Criteria**

- Students should be able to explore and observe cloud shapes, edges, textures, and layering in the sky.
- Students should be able to identify different cloud types using the Cloud Identifier app and the Cloud Puzzle game.
- Students should be able to capture clouds through photography and record observations in a sketchbook to support future art-making.

**Differentiated Success Criteria:**

**Student A - Dyslexia**

- The student should be able to describe clouds using drawings and labelled sketches rather than extended writing.
- The student should be able to identify at least two cloud types with visual prompts.
- The student should be able to improve literacy by using correct cloud names in labels.

○ Prompt questions: What does Skyfall make you think of?

- Cloud Identifier app (demo on screen or device)
- Cloud Puzzle game projected on board
- Example sketchbook page with quick cloud sketches and notes

- Use interactive tools to identify cloud types.

- Record quick photos and notes in sketchbook.

#### Student C - ASD

- Follow a clear routine when observing clouds.

- Use structured guides to classify cloud types.

- Keep cloud photos and sketches organised.

#### Student D - ODD

- Choose how to observe cloud details.

- Take ownership of using app or puzzle game.

- Record observations in a preferred style.

#### Student B - ADHD

- The student should be able to stay engaged through short tasks and record at least one clear cloud observation.

- The student should be able to identify cloud types correctly using the interactive tools.

- The student should be able to demonstrate focus by completing at least one sketchbook page of notes and photos.

#### Student C - ASD

- The student should be able to follow a structured routine to observe and record clouds.

- The student should be able to accurately identify cloud types with support from guides.

- The student should be able to present their observations in a clear, organised sketchbook layout.

#### Student D - ODD

- The student should be able to make independent choices about how to record cloud observations.

- The student should be able to identify at least two cloud types using the app or puzzle game.
- The student should be able to show personal engagement by recording their observations in their own preferred style.

## LESSON PLAN

Hyper link to Lesson Plan or write plan here.

### Introduction (10:40 - 11:05)

- Student C: Provide visual schedule for lesson (Intro -Outside - Upload - Drawing).
- Introduce the theme Skyfall. Prompt: What does “Skyfall” make you think of? (sky, clouds, atmosphere, shapes, moods).
- Share Aim + Learning Intentions (verbally and visually on board/handout).
- Show images of different cloud types. Students jot key words or draw small thumbnail sketches in their sketchbooks.
  - Student A: Match cloud type names to pictures on the board by order of the class (visual association), with support if needed.” Builds confidence and literacy by relying on their strengths rather than weaknesses.

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### Demonstration (11:05 - 11:20)

- Demo cardboard Cloud Finder (physical, handmade tool) ,show how to frame clouds in the sky.

- Demo Cloud Identifier app - use a student volunteer to model.
  - Demo taking a photograph of a cloud that fills the frame.
  - **Student B: Chosen to demonstrate app use to sustain focus.**
  - Explain task: Each student must capture one medium-sized cloud that fills about half the frame.
- 

### **Activity – Outside & Return (11:20 – 11:45)**

- Movement breaks built-in: walk outside to observe and photograph clouds.
  - Students use cardboard finder and app to identify cloud types.
  - Each student selects their clearest photo and uploads immediately to Schoology on return.
    - **Student D: Given independence to choose which photo to upload.**
  - While photos are uploading, play the Cloud Puzzle game (whole-class on board or in small groups).
    - **Student B: Assign clear role (clicker or reader).**
- 

### **Drawing (11:30 – 11:45)**

- Distribute printed photographs.
- Demo:
  - Outline external contour of one cloud (filling ~half the page).
  - Add internal contour lines to show edges and divisions within the cloud.

- Cross-hatched shadow lines to suggest depth, weight, and water content (more shadow = heavier, rain-bearing cloud).
  - Students repeat with their own photo in sketchbooks.
    - Student A: Use simplified outline templates if needed to reduce writing demand.
    - Student C: Encouraged to follow step-by-step demo routine carefully.
    - Student D: Allowed to experiment with bolder or alternative mark-making approaches.
- 

### **Evaluation (11:45 - 11:55)**

- Share sketches in pairs: How did you show shape? Where is positive/negative space?
  - Whole-class recap: What cloud types did we find today?
  - Student B: Share one observation aloud to encourage engagement.
- 

### **Homework**

- Take 2–3 more cloud photos at home.
  - Upload or bring them to the next lesson for tracing activity.
- 

### **Materials List**

- Seating plan
- Cardboard cloud finder (x4–6 for class sharing)
- Cloud Identifier app (iPads/phones)

- Cloud Puzzle game (Planeta42 link)
- iPads/phones for photography
- Printer for photos
- A4 sketchbooks, pencils, erasers

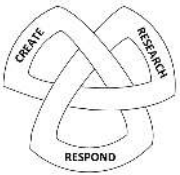
### Assessment Criteria

- **Yet to Meet:** Limited observation, little effort in photos/sketches, weak link to cloud theme.
- **Meeting Expectations:** Photos and sketches show observation of shape, some cloud names recorded.
- **Exceeding Expectations:** Strong engagement, clear attention to positive/negative space, thoughtful visual notes in sketchbook.

### Post class reflection

-N/A-

Lesson No 2/ total in UoL: Date: Lesson type: (S) (D) or 1hr Time (start & finish) : Stage:  [SC]	Learning Content for Pupils	Learning Intentions	Success Criteria
	<p>Selecting interesting clouds from photographs to trace and simplify (on the photographs).</p> <p>Exploring positive and negative shapes through stencil-making</p> <p>Creating clear, distinct cloud shapes using paper or acetate</p> <p>Experimenting with layering, rotation, and repetition to explore space and</p>	<p>Select and simplify cloud shapes from photographs to make clear stencils.</p> <p>Experiment with positive and negative space by layering, rotating, and repeating shapes.</p> <p>Record and refine my ideas in a sketchbook to prepare for cyanotype printing.</p>	<ul style="list-style-type: none"> <li>● Made at least one simplified stencil from a cloud photograph.</li> <li>● Students should have displayed positive/negative space, layering, and rotation in my sketchbook.</li> <li>● Collected ideas in my sketchbook that can be</li> </ul>



**JC**  
**Think- reflect...**  
**(action verbs in**  
**wheel)**

Student A: Dyslexia  
(Dyslexia)

Student B:  
Attention-deficit/hyperactivity disorder  
(ADHD)

Student C: Autism spectrum disorder  
(ASD)

Student D:  
Oppositional defiant disorder  
(ODD)

composition

Using colour or contrast to emphasise cloud forms

Optional: Linking cloud shapes to weather patterns via weather apps

Visual Aids:

Canva slide deck with:

- Examples of **Matisse cut-outs** (focus on shapes, abstraction, layering)
- Step-by-step visual guide: tracing photo, simplifying outline, cutting stencil

- unusual arrangements to encourage ownership.

Student A :

- Select clear, bold cloud outlines (templates provided if needed).
- Experiment hands-on with cut stencils rather than written notes.
- Record ideas by sketching or verbally explaining, not relying on writing.

Student B:

- Select one photo quickly and simplify into a stencil in short, timed bursts.
- Experiment with layering and rotation actively (move shapes around physically).
- Record ideas through fast sketches or a short verbal reflection.

Student C:

- Select and simplify clouds step by step with a visual guide.
- Experiment systematically (e.g., try one layered arrangement, then one

developed into cyanotypes next lesson.

Student A (Dyslexia):

- Success is shown through strong outlines or templates and visible sketchbook experiments.
- Reflection can be verbal or through drawing.

Student B (ADHD):

- Success is making at least one stencil and two quick layout experiments.
- Reflection can be one spoken or written comment, not lengthy.

Student C (ASD):

- Success is following the visual checklist to complete stencil and at least one rotation/layering test.
- Reflection supported with structured prompts ("This is my stencil...").

Student D (ODD):

- Success is shown through independent stencil-making and at least one personal choice

		<p>rotated).</p> <ul style="list-style-type: none"> <li>Record ideas with sentence starters or a checklist to structure reflection.</li> </ul> <p>Student D:</p> <ul style="list-style-type: none"> <li>Select and simplify a cloud independently, with freedom to choose shape.</li> <li>Experiment with bold or</li> <li>Record ideas in their own way (drawing, short notes, or verbal explanation).</li> </ul>	<p>in arrangement.</p> <ul style="list-style-type: none"> <li>Reflection centred on their preferred experiment: "I liked this one best..."</li> </ul>
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## LESSON PLAN

### Introduction (10:40 - 11:05)

- Student C (ASD): Provide visual schedule for the lesson (Introduction, Tracing, Stencils, sketchbook experiments, Evaluation).
- Recap Lesson 1: Quick discussion – What did we notice about cloud shapes last time? Ask 1–2 students to share their thoughts.
- Recap aim and theme. Student B, C & D: Start by asking these students lower Order Questions to build their confidence and self esteem. Ask Student A more higher order questions after relying on their long term memory and creativity building confidence.
- Learning Intentions verbally and visually:  
"We are exploring the theme "Skyfall" through clouds, simplifying their shapes, and experimenting with stencils, layering, and rotation to create expressive designs."
- I show examples of simplified cloud shapes, printed images or sketches. Focus on shape and abstraction; no heavy text.
- Introduce Henri Matisse's cut-outs – highlight his use of shape and colour abstraction. Simple Large Visual of Artists work

Differentiation Notes:

- Student B (ADHD): Keep introduction short, include movement (e.g., handling cloud printouts).
- Student C (ASD): Visual step-by-step instructions, model one simplified cloud first.
- Student D (ODD): Offer choice of which cloud to start with, link activity to personal interest.

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### Activity Part 1 – Tracing & Simplifying (11:05 – 11:25)

1. Distribute student cloud photos (from Lesson 1).
2. **Demo tracing & simplifying:**
  - Trace the external outline of a cloud.
  - Simplify internal details into abstract shapes (focus on main forms rather than all small details).
3. Students trace and simplify their own cloud photos in sketchbooks.

#### Differentiation Notes:

- Student B: Keep task time short, allow standing while tracing.
- Student C: Step-by-step visual guide for tracing and simplification.
- Student D: Encourage experimentation with bold or alternative simplifications. If they want to move ahead, give them more paper to continue on another cloud.

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### Activity Part 2 – Stencils & Experimentation (11:25 – 11:55)

#### Demo and health and Safety: Stencils, Sketchbook experiments.

1. Create stencils:
  - Cut simplified cloud shapes from tracing paper or card.
  - Make both positive and negative shapes.
2. Sketchbook experiments:
  - Layer shapes, rotate, and repeat them to explore composition.

- Encourage trying at least two different arrangements.
3. Extra time: Mini cross-curricular activity: Student B & D: Moving on ahead of the class or finishing early and avoiding behavioural issues.
- Check live weather apps and compare observed clouds with photos. Discuss similarities briefly.

Differentiation Notes:

- Student A: Pre-cut shapes if scissor work is challenging.
- Student B: Allow movement; rotate stencils physically rather than only drawing.
- Student C: Use visual templates to guide layering and rotation.
- Student D: Give freedom of choice in stencil arrangement, allow alternative media or mark-making.

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**Evaluation & Reflection (11:55 – 12:10)**

- Pair sharing: Which stencil arrangement is most abstract? Which feels atmospheric? - Student C: Give the option of doing pair or group activities individually this means student C can choose weather or not they are feeling comfortable working socially or not. Student D: Sit with a student that is enthusiastic so they feel comradery in the activity instead of power imbalance.
- Whole-class recap: How do our simplified cloud shapes connect to Matisse's abstraction? Student A: Visual Literacy and Communication of ideas.

Differentiation Notes:

- Student A: Verbal sharing encouraged, no writing required.
- Student B: Limit feedback to 2–3 points to sustain focus.
- Student C: Provide sentence starters for discussion.
- Student D: Focus feedback on student-selected stencil to increase motivation.

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Materials

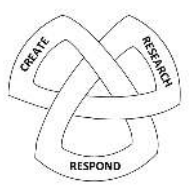
- Printed examples of clouds / Matisse cut-outs
- Student cloud photos
- A3 sketchbooks
- Tracing paper, scissors, card, glue sticks
- Phones/iPads for weather apps

#### Assessment Criteria

- Yet to Meet: Minimal stencil attempts, little connection to shapes or layering.
- Meeting Expectations: Clear simplified shapes, some exploration of positive/negative space and layering.
- Exceeding Expectations: Creative use of rotation, repetition, and layering, strong connection to Matisse's abstraction.

#### Post class reflection

-N/A-

Lesson No 3/ total in UoL: Date: Lesson type: (S) (D) or 1hr Time (start & finish) : Stage: [SC]  JC	Learning Content for Pupils	Learning Intentions	Success Criteria
	<p>Arranging stencils or acetate prints on cyanotype paper</p> <p>Experimenting with positive/negative space, layering, and repetition</p> <p>Understanding exposure and processing for cyanotype printing</p> <p>Exploring texture and mark-making within the cyanotype process</p> <p>Producing a final sketchbook cover or abstract composition inspired by cloud forms</p>	<p>Arrange cloud stencils to create a layered design on cyanotype paper.</p> <p>Explore how positive and negative shapes, textures, and overlaps change the print.</p> <p>Make one small cyanotype to take home and one A4 cyanotype for your sketchbook cover</p> <p>Student A:</p> <ul style="list-style-type: none"> <li>● Arrange stencils with strong, clear outlines rather than</li> </ul>	<p><b>Student A (Dyslexia):</b></p> <ul style="list-style-type: none"> <li>● Success shown through strong outlines and physical experimentation, not long writing.</li> <li>● Reflection can be a spoken comment or a small sketch in the book.</li> </ul> <p><b>Student B (ADHD):</b></p>

**Think- reflect...**  
**(action verbs in wheel)**

Student A: Dyslexia  
(Dyslexia)

Student B:  
Attention-deficit/hyperactivity disorder  
(ADHD)

Student C: Autism spectrum disorder  
(ASD)

Student D:  
Oppositional defiant disorder  
(ODD)

Annotating and reflecting on visual decisions in sketchbook

**Visual Aids:**

- Canva slide deck with:
  - Lesson aim + intentions
  - **Anna Niskanen's cyanotype works** (e.g. Hold On, 2023)
  - Step-by-step photo guide to cyanotype process (arranging → exposing → rinsing → drying)
- Example of a finished cyanotype used as a **sketchbook cover**
- Short recap slide showing Matisse + Niskanen together for anchor artist connections

fine detail.

- Explore space and texture through hands-on experimentation, without needing long written notes.
- Produce one print to take home and one for sketchbook cover, reflection can be verbal or drawn instead of written.

**Student B (ADHD):**

- Arrange stencils in short, focused steps (small test print first, then larger one).
- Experiment with quick rotations and overlaps to stay active in the process.
- Produce two cyanotypes, share one fast observation about their choices aloud rather than writing a long reflection.

**Student C (ASD):**

- Arrange stencils using a step-by-step visual checklist for guidance.
- Explore space and texture through structured experiments (e.g., one print with overlapping shapes, one

- Success is making two prints in short, focused bursts.
- At least one attempt at rotation or overlap.
- Reflection = one quick sentence or verbal comment shared aloud.

**Student C (ASD):**

- Success shown by following the visual checklist step by step.
- At least one experiment with overlap or layering.
- Reflection supported with sentence starters ("I used..." / "I like...").

**Student D (ODD):**

- Success is making two prints with full independence in stencil choice.
- At least one bold or experimental arrangement encouraged.

		<p>without).</p> <ul style="list-style-type: none"> <li>Produce two cyanotypes, reflection supported by sentence starters (“I chose...” / “I like how...”).</li> </ul> <p>Student D (ODD):</p> <ul style="list-style-type: none"> <li>Arrange stencils independently, choosing which shapes they want to use first.</li> <li>Explore space and texture with freedom to test bold or unusual overlaps.</li> <li>Produce two cyanotypes, with emphasis that one is theirs to keep at home and one for their sketchbook. Reflection can focus on their favourite choice.</li> </ul>	<ul style="list-style-type: none"> <li>Reflection is focused on personal preference: “This one is my favourite because...”.</li> </ul>
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## LESSON PLAN

Hyper link to Lesson Plan or write plan here.

### Introduction (10:40 – 11:05)

- Roll call
- Recap Lesson 2: Ask: “What did we do with our cloud stencils last time?” (tracing, cutting, layering).
- Aim & Learning Intentions: Write simply on board / handout, and say aloud: “Today we will use cyanotype paper to make two prints, one small to take home, one larger A4 print for your sketchbook cover. We will focus on shape, layering, and abstraction.” **Student C (ASD): Provide a clear visual schedule (Introduction - Demo - Make two prints - Evaluation).**
- Student A (Dyslexia): Short bullet points on board instead of long text. Allow drawing a quick sketch rather than writing notes.**

- Introduce artist reference: Share Anna Niskanen's cyanotypes (Hold On, 2023) as printed visuals.
- Class discussion prompt: "How does she use layering, repetition, and abstraction to make clouds look different?"  
Student B (ADHD): Keep discussion short, let them handle sample cyanotype paper (not light-sensitive) to stay engaged.
- Student D (ODD): Emphasise that one print will go home, the other will stay for sketchbook; builds motivation and ownership.

### Demonstration (11:05 – 11:20)

I show cyanotype process (using pre-prepared paper):

- Choose stencils/acetates.
- Arrange them on paper.
- Exposure to sunlight (movement break) / UV lamp (option incase movement break feels disregulating)
- Rinse in water trays, let dry.
- Stress that everyone will make two prints:
  - Small test print to take home.
  - Larger A4 print to attach to sketchbook cover.

### Differentiation & UDL Supports:

- Student A: Watch and follow step-by-step verbally instead of reading.
- Student B: Assign them a small job during demo (e.g., help hold stencil in place) to sustain focus.
- Student C: Provide numbered visual checklist of the four steps.
- Student D: Offer choice over which stencil(s) to use, so they feel in control.

"Predict what your print will look like once rinsed, what shapes will appear?"

### Activity – Making Cyanotypes (11:20 – 11:55)

1. Students arrange chosen stencils/acetates on cyanotype paper.
  - Make one small test print first.
  - Then make an A4 print for sketchbook cover.
2. Expose prints **outside** or under **UV lamp**.
3. Rinse until all the solution is off the print.

#### Differentiation & UDL Supports:

- Student A: Provide simple shape stencils if fine cutting is difficult. Allow verbal reflection instead of written notes.
- Student B: Keep tasks in short bursts (test print, then A4 print). Give clear roles (e.g., timekeeper for exposure).
- Student C: Provide clear space and minimal distractions, allow structured choices of stencils.
- Student D: Emphasise personal ownership: “This one is yours to take home.” Builds motivation.

#### Extension tasks (for early finishers):

- Experiment with overlapping two or more stencils for extra abstraction.
- Record observations in sketchbook (draw or write).

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#### Evaluation (11:55 – 12:10)

- Gallery walk: Students place prints on desks. Everyone walks around to view.
- Pair discussion: “How did layering and shape choices affect your outcome?”
- Whole-class recap: Which elements worked best today — shape, layering, repetition, or abstraction?
- Reminder: Students take home their small print, keep their A4 on the sketchbook cover.

#### Differentiation & UDL Supports:

- Student A: Verbal discussion instead of writing.
- Student B: Share just one quick observation aloud.
- Student C: Provide sentence starters for feedback (“I like how...” / “This looks abstract because...”).
- Student D: Focus praise on effort and independence, not only the outcome.

Extension task: Sketch in their book how they could layer stencils differently next time.

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#### Materials

- Seating plan
  - Printed examples of Anna Niskanen’s cyanotypes
  - Pre-prepared cyanotype paper (small + A4 per student)
  - Sunlight / UV exposure area
  - Water trays for rinsing
  - Student stencils/acetates
  - A3 sketchbooks, glue sticks
- 

#### Assessment Criteria

- Yet to Meet: Cyanotype incomplete or weak effort in design.
- Meeting Expectations: Cyanotype shows clear stencil use and some layering.
- Exceeding Expectations: Cyanotype shows creative layering, repetition, abstraction, and strong engagement with theme.

#### Post class reflection

-N/A-

