

School type: Private Catholic - St. Josephs College Mildura			
Lessons observed:	<ul style="list-style-type: none"> • Year 7 Art • Year 8 Art (and English for variety and insight) • Year 9/10 Art (and Religion for variety and insight) • Year 11 Visual Communication and Design • Year 12 Visual Communication and Design 	Year levels observed:	<ul style="list-style-type: none"> • Year 7 • Year 8 • Year 9 • Year 10 • Year 11 • Year 12
Lessons taught:	<ul style="list-style-type: none"> • Year 7 Art • Year 9 & 10 Art • Year 12 Visual Communication and Design 	Year levels taught:	<ul style="list-style-type: none"> • Year 12 • Year 9 & 10 • Year 12
Subject area for lessons taught:	Art & Visual Communication and Design.		
Did the classes you were allocated to teach fall within your area of expertise? Describe how this was beneficial. If not, how did you manage?	<p>Yes, the class I was allocated fell within my area of expertise and was fortunate enough to conduct classes within both arts and design.</p> <p>Visual Communication and Design is where my love lies. Within my observation classes, I spoke to the year 12's individually about what they were basing their folio on. I was getting so exited listening to their ideas and they were also very interested to hear my ideas towards their folios. Because of my design background this was beneficial, also being very familiar with the Adobe programs such as Illustrator and Photoshop was also highly advantageous as the students could use me as a resource and I was always continually present and teaching little skills here and there within my 'observation' classes.</p> <p>If I was in a situation where I wasn't quite sure how I could approach it, my AT (Associate Teacher) was great and would talk me though and we would collaboratively come up with an outcome.</p> <p>All the other Arts teachers within the faculty were very friendly and approachable to, so if I ever had any questions or queries, I had a source of people to ask!</p>		
Did you devise the lessons taught or were they provided for you?	<p>I was given a free-range approach to my allocated lessons – which was great, but broad!</p> <p>I discussed with the classroom teachers, and delved from observation on the student's previous lessons to grasp where to then create a continuation.</p> <p>In the end, it worked out great!</p>		

<p>What resources did you have access to on this teaching round?</p>	<p>St. Josephs College Mildura had ample resources available within the Arts department. The school had multiple storerooms which were full of all the materials and resources an Art Teacher could ever dream of! All types on Inks, oil and acrylic paints, markets, fine liners, canvases, pasteboard, every size and colour of paper under the sun, variety in type and size of textas, spray paints... the list goes on!</p>
<p>How did you incorporate Exploring and Responding into your Creating and Making lessons?</p>	<p>Exploring and Responding: Within my unit conducted with Year 9/10 students, I create a sequence of lesson plans, which was titled “Emotive Typography Portrait.” As an introduction to the unit, I compiled a multimedia presentation of art with type used within it. This got students to observe and critically discuss the works presented in front of them. They evaluated and reflected on these works collaboratively.</p> <p>Making and Creating: Students experimented, selected and used appropriate skills, techniques, processes, medias, materials and equipment to create their final artworks. From exploring and responding, students generated their own ideas and began creating their own work. They generated and developed ideas that explored their own ideologies and techniques. Students progressively worked on these works and created and produced arts works influenced by the style showing within multimedia example presentation. (Photos attached below on blog)</p>
<p>How did you incorporate the AUSVels Cross-curriculum priorities into your lessons?</p>	<p>Lesson Example of how I incorporated AUSVels: Year 7. Students engaged with several lessons exploring line, tonal rendering, perspective and foreshortening as ways to Represent and define form, student’s work from direct observation of people/places/objects and create and understand space and form on a two-dimensional surface, with grey led pencils, 2B, 4B & 6B.</p> <p>I conducted a lesson with my Year 7’s on geometric and organic shapes, incorporating this section of AUSVels. I brought in organic objects and shapes, and collected some within the schoolyard. These included apples, pears, potatoes, carrots, different shaped leaves, different coloured flowers, and 3D geometric shapes from the Math’s department. Introduction of the lesson began with a definition of geometric shapes. Students wrote this down in their visual diaries. I then did a class brainstorm of where the students see these geometric shapes in everyday life. Students then were invited up to the whiteboard and draw some of these geometric shapes. Students were spread over 2 large tables. On these tables they were given the 3D shapes and timed; 3 x 5 minute drawings. Students had to quickly think about the light source, shape, and dimensions and focusing on drawing what they could see, not they think they see and swapping shapes for each drawing. Once students had drawn these 3 pictures, I then introduced the organic shapes. Again, with the same procedure of a definition, collaborative brainstorming and whiteboard drawings, 3 x 5 minute organic drawing swapping organic objects after each 5 minutes.</p> <p>Once this was completed students then merged both geometric and organic shapes and created their own compositions. Students had ample time to complete this drawing. Once they had finished it, they were to make another composition and this time use colour to represent and define form working directly from observation.</p>

<p>What was the best advice your mentor teacher gave you?</p>	<p>“Be confident, even when your not.” “Art happens outside your students comfort zone.”</p>
<p>What are you looking forward to doing differently on your next teaching round?</p>	<p>Building extension activities and incorporating more collaborative activities for the students. - Within my duration of placement, I found that students thoroughly enjoy working within groups. With my classes and students, I was privileged enough that they were co-operative students and stayed on task, hence why such a strategy worked.</p> <p>Maybe something that can be displayed and preserved within the school ground, that brightens up the surrounding, like a class mural or graffiti wall. Students at SJC mad an inside graffiti wall from floor to roof, within their arts corridor. It looked great and was collaborative and aesthetically pleasing. A task like that could be fun, or maybe making something that artistically represents sustainability or recycled materials.</p> <p>They also loved having the radio on, and would regularly have class sing-a-longs to the latest top 40 – I use this as a motivator and on going reward to the students, which worked well. If they wanted the radio on they did their work. I shall keep this strategy for future placement and see if it works again!</p>
<p>What did your mentor teacher value? How did they enact this?</p>	<p>My mentor teacher really valued expression, everyone having a voice and challenging her students. Challenging students to express more and more within their artworks using different materials and techniques. This was also simply shown with the questions she would often pose to them. “Why did you use that colour?” “Why did you use that shape?” “How can you incorporate more visual conventions within your works?” Challenging them into thinking critically and creatively about their works.</p> <p>An example of this was that there was one student who was disengaged with art. He would continually come into class and didn’t want to engage within discussion and put little effort within set task artwork, and would just sit and draw on the back of this visual diary little characters. As a method of engagement, even though drawing figurines on the back of his book were not relevant, my mentor teacher praised him on these creative drawings, making him and his work valued within the art class. From here, she just photocopied the back of his book, enlarging these drawings. Using the set materials that other students were using, he used them and created pieces of artwork from these little drawings.</p>