

**SECONDARY LESSON PLAN –
Courtnev Scherger S00166412**

YEAR LEVEL & SUBJECT: Year 9/10	DATE: Monday, 12 th 2014 (Period 2&3)	
NO. OF STUDENTS: 19 students	LESSON DURATION: 90 minutes	TOPIC/FOCUS: Type within Art

AusVELS/VCE STATEMENTS: GOALS AND OBJECTIVES (INCLUDE LINK TO AusVELS/VCE):

- The students will be able to: Students will gain an insight from examples shown on the projector about different ways that type can be incorporated within an artwork.
- Develop a creative way of using type within their own body of work.
- Students should be making informed personal choices by applying thinking strategies, aesthetic awareness with meaningful use of language

SUMMARY OF RESOURCES REQUIRED: Projector/computer, presentation of examples, textas, Posca markers, fine liners, acrylic paint, coloured pens, large coloured A1 sheet paper, brushes which are varied in size, coloured pencils, ink, colour palettes, water, newspaper

LESSON PROCEDURE: As below

TIMING	RESOURCES	STEPS OF THE LESSON (key activities and key questions)	EXPECTED STUDENT REACTIONS OR RESPONSES	TEACHER RESPONSES TO STUDENTS (including consideration of the need to adapt, reteach or extend)	GOALS & METHODS OF EVALUATION (including specific informal and/or formal assessment links to AusVELS/VCE)
	-ICT: Computer and projector	<p>Opening /Purpose of the lesson: Staying within the ideology of self portraits, I have designed a series of 5 lessons in which the students will investigate and use letterform and the different ways it can be portrayed with the use of the elements and principles.</p> <ul style="list-style-type: none"> - Provoke students to get them thinking creatively for their body of work. - Develop a creative way of using type within their own body of work. 	<ul style="list-style-type: none"> - Expected student responses will be that they will contribute proactively within any provoked discussion and listening to pre-service teacher and other students respectfully. 	<p>Consideration:</p> <ul style="list-style-type: none"> - While showing examples of type, show explain to students what makes these strong examples through the use of the elements and principles. e.g.: (colour, shape, line, repetition, tones, size, hierarchy, letterform) 	<ul style="list-style-type: none"> - Incorporating the use of ICT for displaying and showing examples. - Using class time to get to know the students and how they learn - Implementing effective teaching and learning exposing students will a range of resources within examples and giving them resources to use in their own artworks. - Students develop an independent learning though the arts - Their emotional reactions to images, products and performances are enhanced by critical skills as insights and comparisons are explored
	<ul style="list-style-type: none"> - Textas (thin, thick, coloured and black) - Posca markers - Fine liners - Acrylic paint - Coloured pens - Large coloured A1 sheet paper - Brushes which are varied in size, - Coloured pencils. - Coloured Ink - Colour pallets -Water -Newspaper 	<p>Lesson Development:</p> <ul style="list-style-type: none"> - Introduction into type within art and showing students a presentation compiled of examples and personal created example. - Once introduction is concluded, we are to relocate classrooms. Here students are to choose a piece of coloured paper and choose partner and trace around their shoulders and head, creating an outline. -Place materials out on the tables and get students started on compiling thoughts of words to get them thinking. 	<ul style="list-style-type: none"> - Some students will not need any assistance with this task set for the lesson. - Will need to provide some students with assistance, possibly with tracing and set up and pack up of materials. - If students are having difficulty in coming up with words they would like to include, get them to brainstorm within their visual diaries a brainstorming map to help the thought process. 	<p>Consideration:</p> <ul style="list-style-type: none"> - Adapting to the students. First lesson with these years 9/10 students, using class time where I can to walk around the less, gauge progression. - May have to stop the class where need be and 'reteach' and remind students of what the task involves to get them creatively thinking about it. - Classroom space: size of the materials (paper), may have to have students split into two classrooms. 	<p>Student Goals:</p> <ul style="list-style-type: none"> - Use emotive words - Cogitate about the shape/size/techniques/letter style ect used within the artwork - Students should be making informed personal choices by applying thinking strategies, aesthetic awareness with Meaningful use of language

<p>- Pack up of the resources listed above, store within the storeroom in an assessable area ready for the next lesson.</p>	<p>Pack up of materials and putting works on the drying rack and student's washing/packing up paints/inks/textas/ fine liners for the next class.</p> <p>Allowing 10minutes for this.</p> <p>Closure</p> <ul style="list-style-type: none"> - Recap of the lesson, what was covered. - Any final queries or questions? - Reminder that we only have 3 more periods to work on this artwork, As I will need to mark it and give it back to them next week. 	<p>- Monitor any students with learning difficulties; assist them when or where needed. (Literacy skills)</p>	<p>- Students may work on the floor or in the hallway if they wish.</p> <p>- For students to gain more inspiration can stop the class and get them to walk around and look at each other's work as both inspiration and an informal way of feedback.</p> <p>- Reinforcement to students that this is a task about descriptive and emotive words about what is important to them and to creatively display that within their outline using a range of materials.</p>	<p><u>- THANK STUDENTS FOR THEIR ATTENTION AND ATTENDANCE IN CLASS TODAY.</u></p>
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- Had in my Outline of lesson that I wanted to put in a constraints such as only using three colours within the body of artwork. But because the Task is designed and I have compiled a great kit of resources that vary in colour and can be quite expressive in the way the students use them. I concluded with the more colorful the better. Because the task is quite expressive, I think that it was only appropriate that students have a limitless use of colour and materials to show these words that they include within their outline. The more colorful the better and the more vibrant their final artwork their will be and will standout. Hopefully can find space within the art hallway and have the finished works on display, so other students and teachers can view and reflect on them.

- The only constraint that students have is each has to use font and stay within the outline.

- Task also reflects Graduate Teaching Standard of showing getting to know your students. With the students building a list of words they are exposing what is important to them and I get to see them express this within an artistic way.

Pre Service Teacher's Post lesson Reflection:

Student learning (Were the stated goals achieved by all students or only some?)

The goals outlined within the class of developing a creative way of using type within their own body of work. I started off with a presentation of examples. From My AT feedback it went a little bit too long and I feel that too. Even though they were a great class and didn't begin talking, but just their body language was showing that they were beginning to get bored and lose attention. I too felt that the introduction was too extended. That's something I shall take into consideration for my future lessons.

Though, this lesson was taken at the start of the day, the next time I have these students is tomorrow (Tuesday) morning. I will have to refresh their memory and get them thinking creatively to approach this task again.

Effectiveness of the learning and teaching strategies (For example, review your questioning skills in 'checking for understanding' or your explaining skills in 'information and modeling', or your organising and communicating skills, for example, giving instructions, encouraging student participation etc.)

Teaching strategies included open ended questions and incorporating visual learning strategies' of choosing an image and getting the students to describe these emotions or what they feel that the word shows to the class. This too could also be checking for understanding. Checking what the students understand about the elements and principles within the artwork and why they think what they do. Questions such as, "What do you feel when looking at this artwork/word? Why do you think that? Is it the colour? The texture?

Organization: this was taken into consideration as during Friday class, I illustrated my own outline and started to illustrate words within using a series of techniques and materials to give the students a direct insight into the typographic portrait. Also organization of materials needed and having these out on the bench and ready to go, reduces wasted class time. Over the weekend was when I compiled the document of inspiration to show the students and put this onto a USB, ready to be shown.

Encouraging student participation: When students did get started on their works, it gave myself an opportunity to see what words they began to choose and how they began to respond and use the materials given. Some students were fine and didn't need any assistance

Students with learning difficulties: I have found that these students are responding well so far to this task. They do have learning difficulties but they are embracing the task. Possibly because it is such a broad and open with the use of any word and the material they chose and typestyle they illustrate. Students are not looking at it as a 'English essay' or 'bulk words' but as an expressive piece, and they are feeling more comfortable with this concept and use of words. Its rewarding to see them benefiting and embracing the task.

Reflection on what you have learned and changes for future lessons (Identify a key learning/insight that you have gained about effective learning and teaching and those changes you will make when planning and implementing your next Direct Lesson Plan)

- Students got a great start, but within tomorrow's lesson I will have to get them to look into their books and reflect on what they wrote within previous lessons, to refresh their memory on the task and on it being a emotive artwork and it not being a graphic design piece' solely focusing on typography.
- Begin Tuesday Morning lesson with students looking back on their notes of emotions that they have
- The pack up of the lesson needed more structure. Things that I could improve on is making it clear to students that they need to pack up everything and get them all sitting in one room and recap the lesson. I did lack pack-up structure, and there was rubbish (minimal) left across both the classrooms. I don't want the students to get into that habit, so I must enforce that more strictly within the next 3 lessons.

ASSOCIATE TEACHER FEEDBACK:

Pre-service Teacher preparation for lesson, use of resources, teaching strategies, classroom management. Lesson introduction and closure. Acknowledgement of individual learning styles.