

SECONDARY LESSON PLAN

YEAR LEVEL & SUBJECT: Year 12 Visual Communication and Design		DATE: Monday, 5 th May, 2014 (Periods 6 and 7)			
NO. OF STUDENTS:		LESSON DURATION: 90 minutes	TOPIC/FOCUS: The Design Process – Research and Idea Generation		
AusVELS/VCE STATEMENTS: GOALS AND OBJECTIVES (INCLUDE LINK TO AusVELS/VCE):					
<p>> Students will have a gained and increased knowledge of the use o the design process and design thinking in order to research and generate ideas relevant to their written brief.</p> <p>> Students develop an understanding of the contents of a brief and the critical role that it plays in forming the direction for their research and generation of ideas.</p>					
SUMMARY OF RESOURCES REQUIRED: Task sheets, student’s folios, computer lab for researching and printing. Place A3 Design Process Poster within classroom.					
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)
	<ul style="list-style-type: none"> - Research and Idea Generation sheet - 2014 VisCom Assessment Criteria Sheet. <p>Have one copy of this within the classroom</p> <ul style="list-style-type: none"> - The Design Process 	<p>Opening /Purpose of the lesson:</p> <ul style="list-style-type: none"> - Students to have an established brief, due today! Class teacher to sign, date and hand back to students. - To provide students with a detailed insight into research and idea generation processes within the design process and its correlation with the final assessment criteria. 	<ul style="list-style-type: none"> - Students to hand their finished and printed design brief to class teacher. - Some students will not have finished it and will work on it and it will need to be completed by the end of the lesson. 	<p>Consideration:</p> <ul style="list-style-type: none"> - Design Brief extension until the end of the lesson. 	<ul style="list-style-type: none"> - Formal assessment of the design brief will occur and be marked and recorded on VCE Visual communication and Design Assessment Sheet, come assessment date (Set by classroom teacher and marking panel) - Goal: Students to have developed a brief that defines the communication need to a client.
	<ul style="list-style-type: none"> - ICT Computer Mac Lab next to A3 - Library (Books, magazines) 	<p>Lesson Development:</p> <ul style="list-style-type: none"> - Introduction into research and then progress onto Idea Development. - Relevance to folio - Any questions? <p>Students are then to go and continue working on their folios. Students have access to use the computer lab/write passes upon request so that students are able to go to the library to use research resources there.</p> <ul style="list-style-type: none"> - Assist students were possible/necessary 	<ul style="list-style-type: none"> - Students will begin their research component of the design process. - Little classroom management needed within this Year 12 Visual Communication Design class, though a couple of students will need to be told to focus and get back on task 	<ul style="list-style-type: none"> - Students may approach classroom teacher or myself, pre service teacher, for further assistance or even recapping/reteaching on points gone over within lesson development. - One on one discussion with students could possibility occur within the duration of this class, this allows for information extension. 	<p>Students are to...</p> <ul style="list-style-type: none"> - Begin to establish design-thinking skills through the design process - Researching allows for practical investigation within existing visual communication. - Student researching allows for informed decisions when selecting suitable approaches for the generation of ideas and development of their designs, ideas and concepts.

		<p>Closure</p> <ul style="list-style-type: none"> - Close Lesson with a brief overview of the areas discussed. Brief discussion of the ideas that students have come up. - Any final questions? <p><u>- THANK STUDENTS FOR THEIR ATTENTION AND ATTENDANCE IN CLASS TODAY.</u></p>	<ul style="list-style-type: none"> - Students to pack up their folios and put them into storage. - Design briefs to be placed in plastic pocket and in the front of folio 	<p>-End of lesson: All design briefs to be completed and printed.</p>	<p>- Closure:</p> <p>Students are to continue the thought process with design thinking skills through the design process of researching, regular annotations using appropriate design terminology and then progress onto idea generation.</p>
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Pre Service Teacher's Post lesson Reflection:

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

Lesson opening was conducted with myself speaking about my Unit 4 final presentation and how you can see that from throughout my design process there are elements from throughout the idea generation, development in particular (i.e. the inclusion of the lino print/embossing) was present within the final design. Most students feel quite assuredly with this process have a increased, rich and implicit understanding of research is collecting ideas, information and resources, it being relevant to the brief for inspiration, investigation, analysis and interpretation and idea generation is about approaching and exploring a variety of design ideas that draw on the research and are appropriate to the brief.

I feel as though this reassured the students that the ideas that they will come up with, and have so far would be useful and they will benefit from this and they will create a final presentation. I spoke to the students to help them develop and understanding of the role that research and idea development plays within the design process and forming the direction for their research and generation of ideas. From here they went onto working on their folios, continually researching in relevance to their brief and audiences.

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.)

After I spoke, I sat one-on-one with multiple students who asked questions in regards to what I had just spoke about the researching and idea generation components of the design process. Once I spoke to these students and answered their questions, I continually ask back to check for their understanding. Asking questions to the students such as, "So now for your research, what are you going to look up and how does this relate back to your design brief, target audience and your constraints." Questions that require critical and creative thinking such as, "how are you going to push this idea further? How can you develop this with the use of the design elements and principles?" just so I can judge the effectiveness of each students learning, and if I need to differentiate teaching to meet any specific learning needs of the students across a full range of abilities and also building student teacher relationships, of getting to know your students and how they learn.

Little classroom management is needed, though encouragement of student participation is obligatory. Some students set themselves up the computer lab and lose concentration, so as a student teacher, I need to encourage them and get them back on task for them to complete task work such as their design briefs. Use of ICT is very strong as it is so prominently available within this class; and the use of the Internet is a great resource tool. Through, throughout the lesson I encouraged students to think more broadly about their research resources.

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)

Changes and what I may implement within future other Visual Communication and Design lessons is possibly comprehensive of more co-operative learning, and incorporating visual strategies of they way I would like them to start thinking and approaching the design process. I designed an info graphic for the students relating to the Design process and its relationship of their VCAA assessment criteria and printed it at a large scale A3 sheet of paper so they are able to refer to it at any stage if they become stuck. This visual resource is both demonstrating a range of both verbal and non verbal communications to support and encourage student engagement as students will be inspired of ways of thinking, approaches and questions that they ask themselves though critical, creative and reflective thinking. I also have also pinned 'the design process' circle up on the board as another visual strategy being implemented within the classroom; just so students can refer to this when need be. Throughout the class I observed multiple students wander up and read what I had pinned up, which as I reflect on it they are taking in and interested in their critical

Overall: Design briefs were also due today. At a Year 12 level, I would have expected them to have them competed and printed, as that lesson was the due date so students could have Criteria 1 complete and then progressively move through the design process onto more specific research and generation. A bulk of the students did had the brief completed, but there are a couple of students who need that extra motivation. I feel as though they need to have some sort of timeline enforced, so they can complete their Visual Communication and Design goals of each criterion.

Print outs to provide students within future lessons: Criteria and outcome booklet, copy of the Visual Communication and Design process and assessment criteria sheet. Students Design Process is within the set student textbook.

ASSOCIATE TEACHER FEEDBACK:

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