

**SECONDARY LESSON PLAN –
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YEAR LEVEL & SUBJECT: Year 7	DATE: Thursday, 22 nd of May 2014	
NO. OF STUDENTS: 24 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 are working independently, interpreting, and showing variation of skills e.g. observational drawing when they are creating these artworks.
- Students have combined the art elements and principles within this task such as scale, size and proportions.

SUMMARY OF RESOURCES REQUIRED:

Organic objects, geometric objects, visual diaries, greyed pencils, blank paper, visual resources.

LESSON PROCEDURE: As below

TIMING	RESOURCES	STEPS OF THE LESSON	EXPECTED STUDENT REACTIONS OR RESPONSES	TEACHER RESPONSES TO STUDENTS	GOALS & METHODS OF EVALUATION <small>(including specific informal and/or formal assessment links to AusVELS/VCE)</small>
	<ul style="list-style-type: none"> - Geometric objects - Organic objects - Student Visual Diaries - Pencil kits 	<p>Purpose of the lesson: - Students will be given an introduction into geometric vs. organic</p> <p>Lesson Opening: - Geometric definition - Student whiteboard drawings of 'geometric objects'</p>	<ul style="list-style-type: none"> - Students to copy the definition into their visual diaries - Progress onto task observational task. 	<p>Lesson Development: - Possible re-teaching will have to occur in reassuring the students of lesson objectives.</p>	<p>Student Goals: Students are to apply appropriate skills and techniques with the medias available. Students will be using 3D objects and forms continuing practice correct technical procedures.</p>
		<p>Lesson Development: - <u>Observational drawing of geometric objects within timed drawings</u> 4 x 5 minute drawings</p> <p><u>Introduction into organic objects</u> - Definition - Student whiteboard drawing of 'organic objects'</p> <p>- Timed observational organic drawings 4 x 5 minute drawings</p> <p>Once done organic and geometric, students will be focusing on foreground, middle ground and background within images</p>	<ul style="list-style-type: none"> - With the timed drawing students will be thinking creatively and more quickly about the shape, form and composition in front of them, and to visually record that within the time frame. - Build understanding the difference between geometric shape and organic shape. 	<p>Considerations:</p> <ul style="list-style-type: none"> - Working with students that have learning difficulties - Assisting other students where need be with resources/materials 	<p>Relations to AUSVELs:</p> <p>Students to identify how the art elements and principles are used within a composition of an artwork.</p> <p>Students will be using a drawing technique and modeling techniques to visualize design ideas and concepts.</p> <p>Students combine and manipulate arts elements, principles and/or conventions to represent and communicate ideas and develop imaginative solutions to set tasks.</p>

		<p>- Foreground images examples on whiteboard Visual Thinking Strategy: Foreground Middle ground Background imagery.</p> <p>- Students are to draw foreground, middle ground and background images with both the geometric and organic shapes.</p> <p>- Students are to use the variety of pencils (2B, 4B, 6G) to show depth.</p> <p>Further: Draw composition again and add colour to it.</p> <p>- Students to pack up their visual diaries and geometric shapes. Organic objects back to Miss Scherger.</p> <p>Lesson Closure: - Recap: Which did students find easiest to draw? Which did students find hardest to draw? Was geometric drawing different to organic drawing? E.g: Line work</p>	<p>- Students to respond to the works up onto the whiteboard and describe what they see within the work. E.g.: colour and depth, size of objects</p>	<p>Visual thinking strategy has been implemented to get students thinking both critically and creatively about composition within a work and to implement it within their own artworks in Visual Diaries.</p>	<p><u>Meeting Graduate Teaching Standards</u> 3.2 – Plan, structure and sequence learning programs 3.4 – Select and use resources Demonstrate knowledge of a range of resources that engage students in their learning 4.2 – Manage classroom activities such as the timed drawings 5.2 – Provide feedback to students on their learning during timed pictures</p> <p><u>- THANK STUDENTS FOR THEIR ATTENTION AND ATTENDANCE IN CLASS TODAY.</u></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?)

Yes. All students were actively involved with the task. This class was run Period 6 and 7 on a Thursday, (after lunch) so students were getting a little bit noisy towards the end of the lesson. Students continued to use the 3D objects and forms and continued correct practice with technical procedures and too, students were building an understanding the difference between geometric shape and organic shape.

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 organizing and communicating skills, for example, giving instructions, encouraging student participation etc.)

I gave instruction but re-teaching did have to occur. Students would lose focus on the task and have to be recapped, and re-taught what the requirements were. Communication skills worked well with the students, saying things such as 'eyes up to the front,' 'looking this way' worked really effectively.

I would wander around the room which was also a communication skill, always checking and keeping check on what the students work process was and the progression of the task. This allowed me to give feedback as well as assist when need be with students.

Walking around the classroom was also effective for encouraging student participation. Being towards the end of the day, within the last 20 minutes, students were getting restless. As they were only using greylead for this task, I incorporated the use of colour within as well, to keep them engaged.

Getting students up and involved with definitions of 'organic' and 'geometric' and drawing these shapes on the board was effective. All students were willing to participate and draw and get involved. I would incorporate this within future lessons more, because it encouraged an active student engagement within the introduction of the lesson.

Students loved that I brought in 'organic' foods to use for their observational drawings. It showed them the difference between geometric and organic. I recapped and asked students, "What did you find the hardest about the organic shaped objects?" "Why was it different to drawing the geometric shapes?" "what did you find with the timed drawings?" "Why was this more difficult?" I was given answers such as "We had to think more quickly and work quicker to get the drawing finished in time" These answers were expected, and students responded well to these little recap questions that I asked throughout the lesson.

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)

- Future lessons I would not allow the boys to be all sitting together. They were too distracting, amongst with one another.
- More printed examples placed on the whiteboard.
- Using little phrases for getting attention such as "facing this way everyone" "eyes on the whiteboard" were effective for getting students attention, so I would use that teaching strategy again.

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.