

# Lesson plan

<b>Title:</b> Lesson 3, Planning and Developing their sustainable living artwork <b>Resource:</b> The Train and Pedestrian travel
<b>Year level:</b> Grade 4 <b>Lesson duration:</b> 120 minutes <b>Learning Intention:</b> In this lesson students will draw on their previous experience travelling to the Collingwood Children's Farm and their artistic experimentation in the previous lesson to plan and develop their artwork for the Gallery presentation event.
<b>Curriculum - Learning outcomes &amp; Assessment</b> Select and apply visual conventions, materials, techniques, technologies and processes specific to different art forms when making artworks (VCAVAV030)  Overarching sustainability concepts of sustainable living, particularly environmental sustainability from the VCAA (2015) Sustainability cross curriculum priority "The Sustainability cross-curriculum priority raises students' awareness of the world around them. It encourages them to consider the impact of their choices... Students investigate, analyse and select ways that they can meet the needs of the present without compromising the ability of future generations to meet their own needs."  Identify different points of view on a contemporary issue relating to democracy and citizenship (VCCCC015)  Drawn from Dinham and Chalk (2022): Line, Shape, Colour, Value, Texture, Balance, Repetition, Pattern.  <b>Assessment Ideas</b> Adapted from Dinham (2019) Reflect on the students' work samples and consider: The diversity of experimentation and application of different techniques Students' rationale for selecting elements and techniques to include in their final piece Students' description of artwork including their use of visual art terminology and concepts Analyse the relationship between elements, message and overall sustainability concepts
<b>Prerequisite knowledge and/or links to previous/future lessons</b> This lesson draws on the students' work from the previous lesson where they experimented with and explored elements and concepts for visual art. Students use these elements to plan and create their pieces on urban sustainability practices. The pieces will be planned, shared and discussed, and potentially started this lesson, finalised in the next, and displayed in a gallery event in the final lesson.
<b>Preparation and Teaching Resources required</b>

**Drawing and sketching materials:**

- Blank paper (A3 or A4 size)
- Pencils, erasers, and sharpeners
- Coloured pencils and markers
- Rulers for sketching cityscapes or designs
- Felt pens

**Paint supplies:**

- Watercolour paints
- Brushes (various sizes)
- Water containers and palettes for mixing
- Paper towels or cloths for cleaning brushes

Students will set up the space as part of building respect and responsibility for their workspace. This should ideally be organised into work stations that allow 4 students to sit together, however, it is important that students have agency over how their workspace is set up as part of the creative environment pedagogy. Collaborative and work based discussion is encouraged.

**THE LESSON****Lesson Introduction****Whole class focus**

Review the works from the previous lesson, discussing the different elements and techniques explored in student examples. Emphasise visual art as a mode of communication. Discuss potential ideas for communication and expression through the students' artwork. Many students will already have a strong idea of what they would like to create, others may be less clear. As in previous lessons, review the journey to Collingwood Children's Farm, emphasising the train journey and pedestrian travel via the Yarra trail – either of these may be the subject of students' artworks. Other ideas to help students who are still undecided include:

- Creating your own city that highlights sustainable living
- A piece that highlights the enjoyment that can be had in using well designed, non-car infrastructure.
- Use visual storytelling to recount their sustainable journey to the Children's Farm

**Learning activities**

15 minutes – introduction in discussion area as discussed above

30 minutes – Have students set up the classroom in stations, as with other lessons, with a selection of materials in each. They should be becoming familiar with the routine of setting up their workspace – responsibility for which is part of the creative space pedagogy. Encourage quiet, respectful discussion between students. Students begin planning their artwork, sketching and annotating on blank paper, noting elements from the previous lesson. Have a small group discussion with students who are still struggling to decide on their subject to scaffold their decision making (10 minutes). Spend the remaining time asking students about their decisions to extend thinking and check for learning. Select a few exceptional examples to share with the class.

30 minutes - Review as a group. Return class to the discussion area. Ask the students with the

previously selected examples to explain their plan to the class. Prepare to ask open questions such as:

- Why do you like this element?
- What made you select this technique?
- I see you've used **X**, could you tell us a bit about that?

Ensure discussion is respectful and protects student wellbeing – Remind students of the “Creative Space” pedagogy of the classroom established in previous lessons. Part of this is respecting students’ freedom to explore and experiment creatively and safely without negative judgement. This activity allows both the speaker and the audience to more deeply consider their own pieces, topics and arguments/ideas

30 minutes – Allow students to finish designing their plans. Early finishers can begin their final product. During this time, look for an exemplary student piece focussing on how powerfully it conveys an argument/idea/message. Ask students to begin packing up 15 minutes before the end of class to allow time for the final discussion. Again, remember that students looking after their workspace is part of the creative space pedagogy

### **Lesson Conclusion**

Conclude the lesson with a final discussion on the exemplary work selected before. Highlight to students how the piece conveys a message or idea by asking them what they think it may be. Ask them to consider how they are making or idea their message clear to their audience

### **Variations**

The task itself already caters well to different abilities and cultures. Extending students are likely to take on larger and more complex works. However, below are some considerations and strategies to assist students with varied abilities.

For students who struggle with writing, scribing is an effective option. After they have drawn some elements of their plan, ask them to explain parts and write these in for them. This does not have to be a writing activity.

As mentioned, scaffold students who struggle with decision making through discussion and providing options.

Some students, such as those with ADHD and ASD may have a difficult time engaging with the work if it falls outside a niche area of interest. If possible, assist them to incorporate their interests. For example, if a student has a special interest in football, they may like to include how sustainable transport may be used to visit a football match. Or if they have a special interest in Minecraft, their piece could depict a minecraft city and artstyle that highlights sustainable practices.

Finally, students with difficulties surrounding motor skills or limb difference may use cut out, black and white line drawings to arrange and colour with the watercolour.