**Lesson Plan**

| **Class/Grade/Stage:**  **Year 9 – Stage 5** | | **Date:**  26th June | **Time: Start: 10:00**  **Finish: 11:00** | |
| --- | --- | --- | --- | --- |
| **Key Learning Area(s):** | | **Lesson Topic:** Knit sample | | |
| **NESA Australian Professional Standards for Teachers**  *Identify the standard(s) and focus areas that align with this lesson:* | | * **Standard 1.2.2** Structure teaching programs using research and collegial advice about how students learn * **Standard 2.5.2** Apply knowledge and understanding of effective teaching strategies to support students’ literacy and numeracy achievement * **Standard 3.2.2** Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning * **Standard 3.3.5** Use effective classroom communication | | |
| **Recent Prior Experience** *(formative assessment, summative assessment, specific relevant concepts, skills and values the school students have experienced prior to this lesson):*  Students are currently undergoing the Hoodie to oodie - contemporary fashion project in which they have to read and follow a commercial pattern to construct a hoodie/oodie. They will also be using the sublimation printer and decorative techniques on their garment.  They will be making the garment using a knit fabric that is suitable for casual weekend wear or sleepwear.  Students have an art folio in which they have samples of techniques which the knit sample will be put in.  **Prior Lesson:** adobe creative cloud - indesign techniques. Theory work -> Hoodie unit student booklet (Fibres, Yarns and Fabric). Primarily knit fabric due to making a hoodie/Oodie that will be made with a stretch/knit fabric. | | | | |
| **Syllabus/Syllabi Outcome(s):**  *Please note the syllabus reference number AND write out in full.*  **TEX5-9** critically selects and creatively manipulates a range of textile materials to produce quality textile items  **TEX5-10** selects appropriate techniques and uses equipment safely in the production of quality textile projects | **Indicators of Learning for this lesson- learning intentions and success criteria:**  *In meaningful Ss language, so Ss can monitor their learning. Linked directly with the syllabus/syllabi outcome(s).*  Learning intention(s): What will Ss know, understand and be able to do as a result of the learning and teaching:   * Students will gain knowledge of how to knit a 10 by 10 square. * Students will develop their understanding of knitted fabrics and their properties. * Students will understand how knits are created.   Success criteria: How students will know they have achieved these intentions?   * Students will complete the 10 by 10 knitted sample. * Students would have completed the knitted section of the hoodie to Oodie worksheet. | | | **Assessment:**  *Strategies which will be used to assess learners’ attainment of learning outcomes. Should be linked to each learning indicator.*   * **Formative** assessment of if students can complete the knitted sample. * **Formative** assessment of if students understand what a knit fabric is by going through the knitted fabric questions. |
| **Any safety issues to be considered (APST 4.4.1):** | | **Resources:**  *List resources you used in preparing the lesson AND those used in the lesson implementation.*  *STAGE 5: TEXTILES TECHNOLOGY HOODIE TO OODIE: 2024 WORKSHEET*  *Yarn*  *Needles* | | |

**LESSON SEQUENCE**

| **Lesson Content / Indicators of Learning/ Teaching Strategies (*What* is Taught):** | **Timing**  *(mins)* | **Learning Experiences:**  **(*How* it is taught)**  *Write detailed steps showing what the teacher (T) will do and what students (Ss) will do. Include differentiation if applicable.*  *- teaching strategies* | **Resources and Organisation:** |
| --- | --- | --- | --- |
| **INTRODUCTION** | | | |
| Ask the students to take a seat.  Mark the role | 10 mins | Introduce myself and that I will be teaching the classes for the next few weeks. Go over classroom rules and expectations.  Recap previous lesson to students.That they learned about knits.  Link this lesson to their hoodie unit and how they will be using a knit fabric to make their hoodie/Oodie and creating a knit sample teaches them how the fabric is made.  Overview of what the class will be completing in today’s lesson:   * Making a 10 by 10 knit sample * Garter stitch - also known as the plain stitch * Show of hands of who in the class has knitted before.   Go over the theory work booklet questions and have a class discussion on what is knitted fabric questions.  Go over the 2 types of knitted fabric types in the workbook: jersey and polar which are relevant to their hoodie project. | Worksheet |
| **DEVELOPMENT** | | | |
| Knitting  Teacher demonstration | 45mins | Have students come up to the front and collect a set of needles and some wool.  Demonstrate how to complete a slip knot.  Demonstrate to the class how to cast on. Do this twice to make sure students understand.  Demonstrate how to do a garter stitch to the class. Complete a row to make sure students understand.  Demonstrate how to move from one row to the next.  Explain how there is a video on the workbook that demonstrates how to knit and if students want a video in which they can pause they can watch that to slow the process and go at their own pace.  Student Knitting:   * Guide students to begin their knitting samples. * Move around the room to give one on one assistance and answer any questions.   Differentiation:   * In the background of the class have on the screen a video of how to knit for visual learners that need to go at their own pace.   Extension Activity:  For students who already know how to knit teach students how to do a purl stitch. | Wool  Needles  Knitting video |
| **CLOSURE** | | | |
| Summarise lesson.  Dismiss students. | 5mins | Brief summary of the purpose of the lesson - using knit fabrics for their hoodie unit and to understand knit fabric properties.  Students will pack up and clean the room.  Stand behind their chairs and wait to be dismissed.  Will be continued in Fridays lesson. |  |

**Student Teacher’s Evaluation** *(write reflections on the following):*

***Assessment of Learning Outcomes*** *(suggested NESA APST 2.3.1, 3.1.1, 5.1.1. 5.2.1, 5.3.1,5.4.1)*

To what extent did the learners achieve the intended learning outcomes (learning intentions and success criteria)?

* All of the class was able to cast on successfully and half of the class was able to learn the knitting stitch properly.

Describe the evidence you have for this.

* Observation of students completing their knitting samples
* Students completing the questions for the worksheets knit fabric questions.

Outline the follow-up to this lesson for the**learners.**

* Students will continue this knitted sample on Friday.
* To extend students who are excelling at knitting they can continue at purl stitch or watch tutorials to learn a pattern online.
* Students will apply their understanding to their fabrics selected for their hoodie unit.

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***Evaluation of Teaching*** *(suggested NESA APST 1.2.1, 1.3.1, 1.4.1, 1.5.1, 1.6.1, 2.2.1, 2.3.1, 2.4.1, 2.5.1, 2.6.1, 3.1.1, 3.2.1, 3.3.1, 3.4.1, 3.5.1, 3.6.1, 4.1.1. 4.2.1, 4.3.1, 5.1.1, 5.2.1, 5.3.1)*

Identify the teaching strategies / learning experiences that were **most** effective. Explain why.

* The demonstrations of the slip knit, casting on and garter stitch were effective to show the class a visual how to knit
* The video in the background provided students working at a slower pace alternative ways to learn.

Identify the teaching strategies / learning experiences that were **least** effective. Explain why.

* Demonstrating to a whole group was less effective as it was hard to see the small needles -> breaking up into smaller groups or splitting the class in two could have been more beneficial.

How appropriate was the timing throughout the various sections of the lesson? Why?

* The time allocated for each section was good however the students took longer than I thought to learn the garter stitch.

Describe how the selection and use of resources supported learning in the lesson.

* The demonstration video supported the lesson content by providing a visual aid. The worksheet questions linked the practical knitted sample to the theory.

Identify what motivated the students. Explain why.

* Students were motivated to learn a new hands on skill that was connected to their hoodie project.

Identify the classroom management strategies that were **most** effective. Explain why.

* Providing individual support was most effective as I could help with specific questions.

What was most satisfying about the lesson?

* Seeing students understand how to knit towards the end of the class and their enthusiasm when they knitted correctly.

Based on these reflections, outline the steps you should now take to improve your teaching in future lessons.

* Allow for more practice time when teaching a new skill
* Have a hand out and picture worksheet with picture instructions that is a another way to provide differentiation
* **Colleague teacher’s comments:** (Reference could be made, for example, to planning and preparation, knowledge of curriculum, organisation, motivation of pupils, strategies used, interaction with students, classroom management, catering for individual needs, use of resources, etc. in alignment with the NESA APST Graduate Teaching Standards)

**FEEDBACK:**

