

Lesson title: Felt Monster Practical

Content Area: Textiles Technology

Teacher (Your) Name: Miss Stark

Grade/Age/Year Level: Yr 7

Lesson duration: 80 minutes

Date/time of delivery: Thursday, 10:25 am to 11:45 am

Learning Intentions:

Students successfully develop a felt monster based on a final design drawing.

Learning Outcomes/ Success Criteria:

Students will be able to use their basic textile knowledge to create a felt monster replicating their final design.

Curriculum/ Syllabus/ Framework Links (specific to your setting/geographic region) and the **GENERAL CAPABILITIES** (Australian Curriculum):

TEX4-10 uses techniques and equipment safely in the production of quality textile projects.

TEX4-12 identifies aspects of quality in the design and construction of textile items.

TEX5-11 demonstrates competence in the production of textile projects to completion.

General Capabilities:

Literacy - some students will need to finish writing a justification for their PMI (positive, minus and interesting) table and justification.

Critical and creative thinking - students use their creativity to create their own felt monster designs.

Personal capability - students need to manage themselves so they keep up with the rest of the class and are able to finish their felt monster by the due date.

Cross-Curriculum Priorities and General Capabilities (only highlight the pertinent ones):



Aboriginal and Torres Strait Islander histories and cultures



Asia and Australia's engagement with Asia



Sustainability

Include explicit details from the Australian Curriculum for any areas highlighted



Literacy



Numeracy



ICT Capability



Critical and Creative Thinking



Personal and social capability



Ethical Understanding



Intercultural Understanding

Differentiation

92% of students at Hurlstone Agricultural High School are EAL/D learners. This means they need to be catered to in the classroom. Strategies that can be implemented in the classroom include;

I will go around the classroom and assist students individually as they all have different monster designs. This way they can ask me questions personally instead of over the whole class which may be intimidating. It will also allow me to make sure students are working and progressing as some are very introverted.

Important Content Connection:

- Hand sewing methods.
- Final design development
- Safe handling of material, tools and techniques.

Theoretical connections:

- Evaluations
- Creative thinking and development
- Final production

Equipment/ Materials/ Resources:

- Laptops
- Students 'felt to farm' workbooks
- Coloured pencils
- Thread
- Hand needles
- Coloured felt
- Fabric scissors

Components	Anticipated Learner Responses	Teaching Notes	Evidence of Learning
<i>Learning activities and key questions (and time allocation).</i>	<i>...and solution strategies (potential barriers or misconceptions).</i>	<i>List adaptations / accommodations for Diff, Mod, Ext, HOT, EALD etc.</i>	<i>State the assessment strategies that will be used to determine what the students/children have learned.</i>
INTRODUCTION			
1) Settle the class and have all materials ready prior to the lesson.		Have all the materials ready prior to the lesson.	

2) Explain to students the learning intentions and success criteria.			
DEVELOPMENT (instructional strategies/ steps)			
3) Hand out student work books. 4) Ask if any students need assistance first. 5) Walk around the classroom checking up on all students. Those that look behind try and push them to move along.	I will check each student individually to make sure they are on track with their work. And students do not fall behind.	Make note of the students who haven't started their final design (this really needs to be done this lesson).	
CONSOLIDATION (practice, extension)			
6) Students continue working on their felt monsters.			
CLOSURE (reflection, connections)			
7) Students start packing up 10 minutes before the bell.		Always be watching the clock. The year 7's take slightly longer to pack up compared to other years.	Summative - Students will be assessed on how well they copy a final design as well as incorporate neat running and blanket stitches.

Pre-service teacher reflection:

Teacher reflection:

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