

Student teacher	Lilliana Stojanoski	Date	31.05.2016
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Session	Planning for Learning					
1&2	Learning Area/Year Level	Yr. 9 (9ART1 R1), Visual Art, work-book and introduction to surrealism. Double Period		Curricular Intentions (Content descriptors)	Focus: Surrealism and absurd Context: personal, socio-cultural	
	Enduring Understandings (including Christian or Values Understandings)		Being a Christian yet thinking like an artist-does it ever feel like they don't belong together? Students will learn to value and appreciate forms of artistic expression through Christian Worldview.			
	Learning Goals (Know, Do, Value)	Students will: (i) Learn the key elements and characteristics of surrealist paintings. (ii) Research and develop own ideas; sketch compositions in visual diaries. (iii) Value and appreciate learned elements and their significance in creating surrealist paintings. Evaluate how these may be used when representing own ideas in the style of the surrealists.				
	Phase & Timing	LG (code)	Essential Questions	Learning Experiences including Teaching Strategies	Differentiation/ Assessment Strategies	Resources & Organisation for Learning
	ENGAGE 5MIN (8:40 TO 8:45)			Students walk in, greeting, students seated, marking the roll.		iPad to mark the roll.
	EXPLORE APPROX. 10 MIN IN TOTAL (8:45 TO 8:55)			Students will be asked to prepare their workbooks. The teacher will check if they have done the homework as instructed (page 5). The teacher will go through the pages that need to be completed with the students, up to and including the page 6. Page 7 will be set as a homework task as the elements of surrealism shown in one of the artworks on this page will be discussed in the second half of today's lesson. Students will be reminded of the due date for workbook submission. An opportunity to ask questions will be given.	Analysis workbook – a whole class activity Homework	An electronic version of the workbook available on Blackboard
10 MIN (8:55 TO	(i), (ii)	(i) Why do all art	Students will be directed to the PowerPoint (PP) presentation the class teacher created, titled		Laptop for PP	

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	9:05)	and (iii)	styles have their own characteristics?	<p>01_Into_Unit2_Surrealism.pptx.</p> <p>Key elements and characteristics of surrealism will be revised and particular attention will be drawn to the slide titled Surrealist Painting. The outlined requirements will be explained.</p> <p>Next, the teacher will explain activity to follow.</p> <p>Activity: Students divided into two groups. Group 1 will work in pairs. They are to log onto the computers (in the classroom) and research surrealist paintings. Students are to observe and evaluate some of the main characteristics of these paintings and findings will be written in the visual diaries.</p> <p>The second group will work individually. They are to sketch their favourite object, an event in life or a scene from a dream (one or more) as per given outline (PowerPoint). Think about juxtaposition or new environment for them. Work in visual diaries. Teacher will give own example of this from a "House dream" and a "Chinese Tree".</p> <p>Books of surrealist paintings on the front bench for student perusal.</p> <p>After about 15 or so minutes, the groups will be swapped.</p> <p>Assessment: painting and report on surrealist art: characteristics identified and applied.</p>	presentation	Classroom computers, visual diaries	Visual diaries, pencils
	APPROX. 50 MIN (9:05 TO 9:55)		<p>(ii) Why do artists work on developing their ideas before they begin painting?</p> <p>(iii) List some of the ways we can apply particular painting style characteristics to our ideas?</p>	<p>Group activity – working in pairs. Internet Scavenger Hunt (ISH)</p> <p>Individual work</p>			
	REVIEW & CONCLUDE 5MIN (9:55 TO 10:00)	(iii)	(iii)	<p>A whole class discussion about some of the findings and ideas.</p> <p>Homework reminder.</p> <p>Students will be asked to pack up their belongings, greeted and be given the permission to leave.</p>	Class discussion		
4&5	Learning Area/Year Level		Curricular Intentions (Content descriptors)				
	Enduring Understandings (including Christian or Values Understandings)						
	Learning Goals (Know, Do, Value)		Students will:				
	Phase & Timing	LG (code)	Essential Questions	Learning Experiences including Teaching Strategies		Differentiation/ Assessment Strategies	Resources & Organisation for

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				Junior Exam Block – Exam Supervision, no classes		Learning
7&8	Learning Area/Year Level	Yr. 10 (10ART2 R1), Visual Art, Commercial Art and Advertisement Campaigns Double Period		Curricular Intentions (Content descriptors)	Focus: Commercial Art Contexts: Historical, Sociocultural, Philosophical, Technological	
	Enduring Understandings (including Christian or Values Understandings)			Advertisements are constantly making social comments and are used to capture viewers' attention and get them to want to purchase the product or service. As commercial artists and graphic designers use all kinds of ways to attract attention and sell products (some even considered immoral), students will learn that successful advertising can be achieved through a Christian worldview and in a 'Godly' manner.		
	Learning Goals (Know, Do, Value)	Students will: (i) Learn how to create advertisements and advertising campaigns. (ii) Students will gain an understanding of watercolour, acrylic painting and digital rendering of their advertisements/posters. (iii) Value and appreciate the commercial art as a vehicle for social comment.				
	Phase & Timing	LG (code)	Essential Questions	Learning Experiences including Teaching Strategies	Differentiation/ Assessment Strategies	Resources & Organisation for Learning
	ENGAGE APPROX. 15 MIN IN TOTAL (2:00 TO 2:15)	(ii)	<u>As the students need as much time as possible to work on their presentations, no instructional teaching as such has been conducted in today's lesson and no essential questions were asked.</u>	Students walk in, greeting, students seated, marking the roll. Teacher will show a quick watercolour demonstration on various techniques used to achieve effects with this media.	Watercolour demonstration	iPad to mark the roll. Paper, watercolours and equipment
	EXPLORE APPROX. 60MIN (2:15 TO 3:15)	(i), (ii) and (iii)		Once this is completed the teacher will ask the students to commence their work (finalizing their pitches) as the due date for submission is next lesson. Students will be allowed as much time as possible to work on their posters.	Individual work	
	REVIEW & CONCLUDE APPROX. 5 MIN (3:15 TO 3:20)	(ii)		Homework: Students are to continue working on their pitches and finish if they haven't during the class time. Students will be asked to pack up their belongings, greeted and be given the permission to leave.	Homework	

Critical reflection about...		
Planning	Implementation	Student Learning
<ul style="list-style-type: none"> I enjoyed developing this daily plan, in particular the year nine lessons (periods 1 and 2). It was quite enjoyable deciding on what activity to do and which one of my personal examples to use as an illustration. In my mind, I have already had this conversation with the students.... On the other hand, I hope I am making the right decision when deciding how much time to give to the year ten students for their work. I am still in the process of learning this especially as different students need different amounts of time (not everyone works the same). Perhaps I could ask the students to tell me if I've judged this requirement well for them... 	<ul style="list-style-type: none"> PERIODS 1 AND 2 WENT QUITE WELL. STUDENTS WORKED WELL WITH ME TO ANALYSE THE WORKBOOK AND THEY DID USE DELIBERATE ART TERMS AS I ASKED THEM TO. THEY OBVIOUSLY FELT FREE TO PARTICIPATE IN THE DISCUSSIONS OFFERING COMMENTS AND SUGGESTIONS AS WE WENT ALONG. THIS IS VERY DIFFERENT TO MY INITIAL WORKBOOK DISCUSSIONS WITH THEM AS NOW WE HAVE DEVELOPED SOMEWHAT OF A RELATIONSHIP AND THEY ARE MUCH MORE COMFORTABLE TALKING TO ME. SURREALISM EXAMPLES WERE ENGAGING FOR THEM AS THEY WERE SOMETHING FROM MY PERSONAL LIFE AND IT DID GIVE THEM AN IDEA OF HOW TO REPRESENT THEIR OWN WORK. THE GROUP WORK WAS PRODUCTIVE AS GOOD RESEARCH WAS DONE ALTHOUGH THERE WAS SOME OFF TASK TALKING. PERIODS 4 AND 5 WAS AN ICAS COMPETITION, SCIENCE EXAM SUPERVISION. THIS WAS AN INTERESTING EXPERIENCE AS I HAD TO SEPARATE TWO STUDENTS DUE TO THEM QUITE OBVIOUSLY COMMUNICATING WITH ONE ANOTHER, TRYING TO COPY SOME ANSWERS. ANOTHER STUDENT FINISHED EARLIER THAN MOST AND WAS QUITE DISRUPTIVE. HE WAS MADE TO STAY BEHIND TWO MINUTES AND CLEAN UP THE CLASSROOM AFTER EVERYONE HAD LEFT. HE DID APOLOGIZE TO THE TEACHER AND PROMISE TO DO BETTER. ALTHOUGH THE STUDENTS DID ENJOY THE WATERCOLOUR DEMONSTRATION, I FELT IT COULD HAVE GONE BETTER. THE STAMPING TOOL DID NOT WORK WELL FOR SOME REASON EVEN THOUGH IT WORKED JUST FINE WHEN I TESTED IT. THE GRAFFITTO TOOL DID NOT ETCH INTO THE PAPER VERY WELL AS IT WAS OLD AND WOBBLY. AS I NEED TO DO THIS PRESENTATION FOR ANOTHER CLASS ON FRIDAY, I HAVE TO ENSURE I PREPARE A DIFFERENT STAMPER AND PERHAPS IMPROVISE THE TOOL FOR THE GRAFFITTO EFFECT. IT WAS QUITE REWARDING TO SEE THE STUDENTS REACTIONS TO THE EFFECTS AND SEE THEM APPLY THESE SO EAGERLY. SOME STUDENTS JUST DISCOVERED THE FACT THAT THERE IS SUCH THING AS WATERCOLOUR PAPER AND THAT WE USE DIFFERENT TYPES OF PAPER FOR DIFFERENT APPLICATIONS. 	<ul style="list-style-type: none"> Students' learning will be recorded through lesson reflection and photographs of artworks (names will be removed).

Supervising teacher's evaluative feedback
<p>Please see Appendix 2</p> <p>Daily Lesson Plan_Tue_31-05-2016_Feedback</p>

*Now What?
<p>Prepare better tools for next lessons watercolour demonstrations.</p>

*(Based on Rolfe et al's Reflective Model, 2001)