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| **Topic and focus** | Visual Art, Fish Kites | **Year level** | Year 4 |

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| **Stage of lesson** | **Tasks** | **Time** | **Student Action** | **Teacher Action** |
| **Stage 1- introduction** | Introduce students to various kites and their origins. | 10 mins | Students will brainstorm what types of kites they have seen and where they are from. | Lead the discussion, control the students’ input, and prompt further commentsShow a variety of images of kites from a range of countries |
| **Stage 2- body of lesson** | **Task a**Introduction to the activity | 10 mins | Listen to the teacher, ask questions if needed | Introduce students to the activity of creating a Japanese fish kite |
| **Task b**Group discussion and planning time. | 10 mins | Engage in a class discussion about what your kite will look likeTalk to a partner and share what your kite will look like and what materials you will usePlan your fish kite | Lead a whole class discussion about what their kites will need to look like and what materials they will need to useUse questions that will prompt further thinking:* How could your kite be different from everyone elses?
* What materials could you use to maximise the effectiveness of your fish kite?
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| **Task c**Creating the fish kite | 50 mins | * Collect 2 pieces of large white paper, glue stick, and scissors
* Choose coloured paper for your fish kite
* Create fish kite
 | Control distribution of materials, ensure students are sharing, monitor noise levels, monitor participation, and answer questions throughout the task. |
| **Stage 3- conclusion** | Discussion and share time | 5 mins | Get with a partner and share your designs | Ensure students are discussing their kites with a partner |
| **Stage 4- closure** | Packing up the classroom | 5 mins | Pack up materials ready for next lesson | Monitor noise levels, monitor participation |