|  |  |  |  |
| --- | --- | --- | --- |
| **Topic and focus** | Visual Art, Flag Books | **Year level** | Year 5/6 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Stage of lesson** | **Tasks** | **Time** | **Student Action** | **Teacher Action** |
| **Stage 1- introduction** | Introduce students to the concept of a flag book | 10 mins | Students will help the teacher brainstorm the flag book elements | Lead the discussion, control the students’ input, and prompt further commentsShow a variety of examples of flag books |
| **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 their own flag bookGo through step by step what they need to know to create their book |
| **Task b**Group discussion and planning time. | 10 mins | Engage in a class discussion about what your flag book will look likeTalk to a partner and share what your book will look like and what materials you will usePlan your flag book | Lead a whole class discussion about what their kites will need to look like and what materials they will needUse questions that will prompt further thinking:* How could your book be different from everyone else’s?
* What materials could you use to maximise the effectiveness of your flag book?
 |
| **Task c**Creating the flag books | 50 mins | * Collect 2 pieces of A3 white paper, 2 pieces of A4 black paper, glue stick, and scissors
* Collect pastels
* Decorate white paper with patterns
* Create flag book with help from teacher
 | Control distribution of materials, ensure students are sharing, monitor noise levels, monitor participation, and answer questions throughout the taskOnce students have coloured their paper, lead them in the creation process of their flag books |
| **Stage 3- conclusion** | Discussion and share time | 5 mins | Get with a partner and share your designs | Ensure students are discussing their books with a partner |
| **Stage 4- closure** | Packing up the classroom | 5 mins | Pack up materials ready for next lesson | Monitor noise levels, monitor participation |