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| **Topic and focus** | Scratch art print making | **Year level** | Year 5/6 |

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| **Stage of lesson** | **Tasks** | **Time** | **Student Action** | **Teacher Action** |
| **Stage 1- introduction** | Introduce students to the concept of a print making | 10 mins | Students will be engaged in the discussion by listening, viewing and discussing concepts of art they notice. | Lead the discussion, control the students’ input, and prompt further comments  Talk to students what ink prints are.  Display some Ink prints and show some prints from other students from previous years to generate ideas. |
| **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 print making with foam  Go through step by step what they need to know to make their art |
| **Task b**  Group discussion and planning time. | 10 mins | Engage in a class discussion about what your print will look like.  Create a plan.  Talk to a partner and share what your design will look like and what materials you will use | Lead a whole class discussion about your design could be about.  Use questions that will prompt further thinking:   * How could your design be different from everyone else’s?   Watching students complete their plans and generating discussions between pairs about their plans. How will it look with a black background etc. |
| **Task c**  Creating the designs. | 50 mins | * Collect 1 foam square paper, * Collect pencil * Copy the sketch onto the foam using a pencil pressing hard. * Printing the ink over sketch and placing on white paper * Cutting and pasting scrap tissue paper to create some colour and effect * Ensuring the glue has dried before printing. | Control distribution of materials, ensure students are sharing, monitor noise levels, monitor participation, and answer questions throughout the task.  Supervising the printing process. |
| **Stage 3- conclusion** | Discussion and share time | 5 mins | Get with a partner and share your designs | Ensure students are discussing their designs with a partner |
| **Stage 4- closure** | Packing up the classroom | 5 mins | Pack up materials ready for next lesson | Monitor noise levels, monitor participation |