ECA409

|  |
| --- |
|  |
| **Practicum Lesson Number** | 4 | Time of Lesson | 2.30-3.30 | Duration of lesson | 50 -55mins | Class Size | 24 |
| **Topic and Focus** | Poetry in artworks | Year Level | ¾ | Supervisor |  |

**PEDAGOGICAL FOCUS/ INSTRUCTIONAL APPROACH;**

Modelling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **AUSVELS Strands Level:** | **6** | Domains | Dimensions | Key elements of standards to which lesson is focussed (VCAA, 2012) |
| Disciplinary learning | The Arts | Creating and making | -They show evidence of arts knowledge when planning arts works for different purposes and audiences and identify techniques and features of other people’s works that inform their own arts making.-They refine their work in response to feedback and self-evaluation. |
|  |  | Exploring and responding | -Use arts language to describe and discuss the communication of ideas, feelings and purpose in their own and other people’s arts works. |
|  | English  | Writing | -They create texts that show understanding of how images and detail can be used to extend key ideas. |

|  |
| --- |
| Assessment Criteria and Method of Evaluation *How will you identify what they have learnt and how will you record or note this* |
| Standards | **Assessment Criteria** (Ability to: …) | **Evidence** *How will you identify what they have learnt and how will you record or note this* |
| Use arts language to describe and discuss the communication of ideas, feelings and purpose in their own and other people’s arts works. |  | Students will be able to create a piece of artwork that communicates their feelings at the given time by combining various elements and principles of art. | Through conferencing students show a sound understanding of why they used certain elements to create a certain mood in their picture. |

|  |
| --- |
| Students Background Knowledge *What is your starting point – what do the students already know, what have they done before, how does this connect to or build on their existing knowledge?*Students have currently been learning about poems in the literacy block, so it was a good way to integrate their art work with the use of the cinquain poem they just completed in literacy. |
| Resources and Materials Coloured pencilsGrey leadsTextasColoured crate paperFine liners.Cinquain poems from literacy.Pictures from previous years as stimulus. |
| Student Teacher Focus *What will you concentrate on yourself eg; classroom management, lesson flow, voice, positioning, engagement etc?*Change lesson up if children are not engaged by including a mini game to refresh them.Model ideas to children.Create a positive environment for students to learn and enjoy coming to classes.Encourage students to ask friends for help before the teacher. (developing independence) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Stage of lesson | Tasks/ Activity/Challenges/?  | Time |  Student action  |  **Teacher action**  |
| Stage 1 IntroductionHow will you engage and stimulate the interest of the students?Include possible questions that you may choose to useDemonstrations etc | Have children’s cinquain poems that they completed in literacy, read a few out. Discuss how we can create an art piece that depicts the mood and the feelings these poems make.Read the book I see a song by Eric Carle and ask the children to look at the elements and principles used in these artworks. Explain that these are done by crepe paper by blending and layering to create a sturdier visual image.Model the picture I made, with the poem I used.Ask students what else could I do to make the picture and poem really fit together nicely? | 5 minutes | Engaging in the activity.Listening to instructions.Contributing to discussion.Sitting on the floorAsking questions. | Up the front generating discussion through questioning students ideas.Modelling activity  |
| **Stage 2 Body of lesson***Describe each distinct task in the order to be undertaken. Start a new task each time the teacher or students behave in a different manner. State an estimated length of time for each task.* *Ensure that there is some form of prompt or reinforcement available for students* | Students are now to complete the activity at their tables.Half way through stop the children with a quick 5 minute game of their choice in order to break it up and allow them to continue concentrating on task.If students finish earlier, they can experiment with crepe paper different pictures they can create. | 40 minutes. | Engaging in the activity at tables.Asking questions.Assisting other students. | Continual movement around the room discussing various arts elements in the original pictures.Offering advice and assistance. |
| **Stage 3: Conclusion***How will you draw the findings of the lesson together so that the students can evaluate what they have learnt?* | Children share their poems and artworks in a read-a-round (two circles with children facing each other, one child reads, the other listens. At a given time the outside circle moves around a place. Read to your new partner).Pick a few students out to talk about their current partners artwork. What were the elements used did the artwork create the intended mood.  | 10 minutes | Encouraging one another. | Encouraging, praising.Ensuring children are being positive. (behaviour management) |