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| **Day:**Art: ‘Representing Ourselves through Art’Wednesday | **Date:**1/2/17 & 8/2/17 | **Time:**1:45-2:40 | **Class:**Year 6 | **Subject:**Art | **Topic:**Representing Self |
| **Students’ Prior Knowledge and Experience:**-it is the first day of school and not everyone knows each other, learning names, interests etc.  | **Learning Outcomes:**-teachers and students learn more about one another-making artistic choices to reflect moods, interests, personality |
| **Curriculum Links:**([ACAVAM115](http://www.scootle.edu.au/ec/search?accContentId=ACAVAM115))([ACAVAM116](http://www.scootle.edu.au/ec/search?accContentId=ACAVAM116))([ACAVAR117](http://www.scootle.edu.au/ec/search?accContentId=ACAVAR117)) | **Student Evaluation (assessment tool):**-discussion in class-gallery walk by students and teachers-assessing students’ use of artistic elements |
| **Equipment and Resources:**-A3 paper for each student-art materials: paint, textas, pencils, tissue paper, glue, oil pastels etc. -thumb drive for teacher presentations and instructions-example artwork found online |
| **Time:** | **Learning Experiences:****Inform:** Introduce the progression of the lesson: teacher introductions, explanation of the task, think-pair-share of ideas, start work, pack-up, gallery walk reflection.**Inspire:** Teacher introductions to the class. Miss Watt: slideshow and Mrs S: video. Shows family backgrounds, interests, achievements etc. **Show/share:** Explain the task – creating a visual representation of yourself on paper. Can be created however you like, drawings, words, abstract expression. Show students some examples found online. **Try/transfer:** Students are to think to themselves of some ideas they might have, then share with their partner, then with the class. **Apply/action:** Students begin to plan their work. Work will be competed over at least 2 lessons, so students can bring in items such as photographs, magazines etc to use for their piece. Continue work. **Review/revise:** Once students have completed their work they will conduct a gallery walk. Each student is given 2 or 3 post it notes and must walk around and view everyone else’s work, providing feedback for 2 or 3 others. (gallery walk can be completed even if students haven’t completed the work, can be used as a suggestion strategy also)REFLECTIVE QUESTION PROMPTS –\*specific components you like\*something new you learnt about that person\*something interesting\*artistic elements used\*how it makes you feel\*areas the artist could expand to make their work even better |
| **Next Lesson:** -this lesson plan will take at least 2 sessions, however may need to be dragged out over a few more sessions. In this case a gallery walk could be used twice, one as a suggestion and progression walk, and one as a completion walk.  |
| **Comments:**  |