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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:** | | | | | | |