**Emma Ryan**

**Professional Master of Education in Art and Design**

**School Placement Reflections**

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| **Date** | **Class level** | **Class number** | **Time** | **Duration of lesson** | **Discipline** |
| 24/01/20 | 1ST year | 24 | 1 10.20 | 40 minutes  (Single lesson) | Art Activism in Race against climate change |
| **Content** | | | | | |
| **Learning outcomes:**  **Students will be able to:**   * To create a collaborative classroom environment ,in the creating of group work were teaching and learning experiences are shared, in areas of art,craft and design. * In creating learning experiences,which will development an knowledge of the positive impacts of visual art in the race against climate change(Friday for the Future) * In the creation group work,which investigates the human relationship with the natural world,through embedding artistic activity in the process. * In group demonstrations and presentations in supporting student research, and experimentation. in creating knowledge and understanding of all areas of art elements and the design principles through drawing,print,Photography,collage,and sculpture, in the creation of an art piece. * In the context of art and appreciation, students will be able to research a number of different artists and their works, in relation to theme of the environment. * To create ICT knowledge through means on the integration of everyday technology, in classroom planning,evaluation and assessment. * Through the use of digital sketchbooks, in the use a hand held devices(Mobile phones),as a support in areas of student research and artistic development in the composition of an art piece. * To create awareness of visual literacy, in our every day culture.How Its through photography artistic means can support, our understanding of the global issues of climate change. * Through group experimentation , and making the use of unconventional materials, (natural/man made) develops a new visual language , through a reflective an selective group process, in the creation of a final design, based on the theme climate change. | | | | | |
| **Learning intentions:**  **Students will be able to:**   * **1.5** Interpret their natural world,and communicate ideas through visual means. * **1.7** Examine the method of a number of artists and the art work they created. * **1.11** Consider the use of the art elements and design principles to make an art work * **1.1** Analyse their work, or that of another, using appropriate vocabulary and knowledge. * **1.4** use media to create their own artwork * **2.4** show they can use their drawings to,observe,record analyse * **3.5** Experiment with design ideas through research and analytical drawing * **3.6** Design a final worked based on their drawings | | | | | |
| **Success criteria :**   * Use of visual literacy and text, through means of found images and documentation. * To Communicate their own visual language through ideas and means of new artistic materials, used or found objects (organic or man made.) * To able to understand ICT as a means of supporting in their learning , of new research methods, and in their assessment and evaluation process. * Collaborative group work,in developing their understanding of team work in processing areas of critical thinking and group evaluation. * Versatility (STEAM) in the creation of an art work, and supporting other areas of student educational curriculum. * Understanding the human world and natural world and how we are all connected * How visual art can support areas of communication and visual literacy in the creation of an art piece. * In the research process of other artist art works, in how they have been constructed and designed. * Creating students artistic development in their learning of the elements and principles of design , within drawing,Print,photography,collage,sculpture. | | | | | |
| **Resources Health & Safety:**   * Manage and conduct classroom activities so as to ensure the safety,health and welfare of students * Prevent improper conduct or behaviour likely to put staff and other’s likely to put students safety and health at risk. * Provide safe means of access and egress. * Provide safe systems in classroom activities. * Prevent risk to safety and health from any article or substance. * Provide students with appropriate information,instruction,training and supervision in the classroom environment. * Provide appropriate personal protective equipment(PPE) and clothing where hazards cannot be eliminated. * Prepare,review and revise emergency plans. * Designate staff for emergency duties. * Provide and maintain welfare facilities. * Appoint a competent student to advise and assist in securing safety,health and welfare of students. | | | | | |
| **Literacy/Numeracy:**   * By the integration to acknowledge and reinforce the skills of literacy and numeracy, where learners can apply skills in everyday life. * Through the use of the four strands of literacy in speaking,listening,reading and writing in creating classroom learning activities. * Through there use of visual literacy in the creation of an art work. * Use of literacy in group presentations, also through means of evaluation, assessment of other students art works, and in the works of others artists. * Students use of numeracy through the use of calculation , estimation and measurement in the making of an art, craft or design piece . * Use of numeracy through the use of the elements and principles of art,craft and design,.(shape,size,scale and proportions,sequence and orientation in 2D and 3D) . * Numeracy:relationships,patterns,and spatial awareness.Hoe both numeracy and art are built around patterns and relationships between objects. * Critical Numeracy skills.Learners engagement in the deconstruction of media text,or discuss how they make, and the decisions about everyday issues, in relating to content which involves mathematical concepts. | | | | | |
| **Differentiation:**   * To know areas of differentiation in classroom groups : to enhance, in creating a flexible group work, where students can be supported in a peer to peer teaching and learning , (Think,share,Pair) * Organisation the classroom physical environment, to help in flexible grouping,agreed procedures/systems to facilitate independent learning. * Differentiation strategies in action,through creating a vary approach to teaching and learning to accommodate various learning styles,ability levels and interests. * In the creation a curriculum which will advocates the use of a broad range of learning methodologies in creating a classroom environment, where presentation group discussions,collaborative work and in the use of areas of ICT and technology . * Categorizing of learning activates and questioning ,by level of complexity ( Bloom Taxonomy) thereby ensures that a wider range of higher order thinking challenges are provided for the all levels of learners(knowledge,comprehension,application,analysis,   evaluation,Synthesis) | | | | | |
| **Method** | | | | | |
| **Introduction:**   * Presentation to Unit of learning lessons 1-8 * Introduction to climate change. * What is Fridays for the future? * Art Appreciation:Climate change art Movement. * Why create environmental art? * Collaborative student group work project. * Global student award,(Climate Change) * Positive and negative points school scheme( student and group incentives) | | | | | |
| **Development:**   * Presentation /Art Activism in climate change * What is climate change?who does it effect?what can we do to change it?why use art in the activism for climate change? * Art movement: climate change. * Student brief :6 week content. * Launch of Global student award, learning outcomes. * Groups established team leaders & vice leaders (Collaborative group work) | | | | | |
| **Summary,Revision,Recapitulation And Conclusion:**   * Learning intentions lesson 1./Art Activism in climate change * Power point presentation what is climate change?with the introduction of visual images that effect the world globally /comparing developed countries to undeveloped countries , how others areas of the global are effected most? * Fridays for the Future, use of art in the race against climate change? Presentation of students in the activism for climate change all over the world.How art can have a positive impact in the race against climate change, through images,text,and art * 4 themes of Group environmental project   (earth,fire,wind,water) in creating awareness of literacy and symbolism , in the creation of  an art work,how it has been used in the history of art as means of visual literacy.   * Climate change art movement Christo, Olafur Eliasson, James Balog) contemporary artists in the the creation of installation art , in the natural in the environment,or in gallery settings in their response to climate change. * Group discussion on the artist content and research methods, to create student awareness of processes of artists and the making of art works. * Conclusion student Learning outcomes, reflection on class content, in group discussion , supporting areas of questions and answers, on what they think of project, what artist works they liked most? and why? * Preparation: homework to be set each week (single class)Research is given to each student group for next lesson :5 primary or secondary SOURCE objects, which will inspire their chosen theme in observational drawing. | | | | | |
| **Primary & Secondary**  **Visual Aids:**  **ICT Technology:**   * Chrome portable laptops(Students),USB,projectors,remote clicker,PC,scanner,Mobile phone,white screen. * Google Document,email,power point presentational software,micro soft word software   **On line primary resources :**   * Tate * YOUTUBE * Vimeo, * Metropolitan museum of art, * Artsy, * National Art Galley, * Smart History, * Google ART project, * Art Babble, * Arts Edge, * Kinder Art.   **On line instructional resources:**   * SCOILNET, * TES, * PSDT, * JCT, | | | | | |
| **Post-Lesson Reflections:**   * In the presentation to this student group : Art Activism in Race against climate change :how art can influences society by changing opinions, instilling values and translating experiences across space and time. * Introduction of school strike for climate / Fridays for the Future,how art can create united communication : in this global race to stop climate change.How art allows the students from different platforms ,cultures and at different times communication with each other , though the artistic imagery in this worldwide campaign .Also how through this active use of social media, and the Friday for the future internet page, how both technology and art together can be a positive vehicle for social change . * In the integration of environmental studies, through different disciples in art students can create their own understandings, how their decisions and actions affect the environment. * Furthermore,how students will building knowledge and skills necessary to address complex environmental issues,as well as ways they can take action to keep their environment healthy and sustainable for the future. * Through the introduction of art and appreciation each week: student groups creates knowledge and understanding of the universal and timeless qualities that identify all great art.Through their knowledge and understanding of art from different eras.movement ,styles and techniques, the better they can develop their own evaluation in their own art work.   . | | | | | |