**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** |
| 31/01/20 | 1ST year | 24 | 1 10.20 | 40 minutes  (Single lesson) | Drawing from Our Environment |
| **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 (STEM) 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. * Provide and maintain welfare facilities, in classroom. * 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 their everyday life. * Through the use of the four strands of literacy in speaking,listening,reading and writing in creating classroom activities. * Through there use of visual literacy in the creation of their group art works. * Use of literacy in their group presentations, also through means of evaluation, assessment of their art works, and the works of others artists. * Students use of numeracy through the use of calculation , estimation and measurement in the making of their art, craft or design work . * Use of numeracy through,elements and principles of art,craft and design, shape,size,scale and proportions,sequence and orientation in 2D and 3D . * Numbers :relationships,patterns,and spatial awareness.Both numeracy and art are built around patterns and relationships between objects. * Critical Numeracy skills.Learners could engage in the deconstruction of media text,or discuss how they make 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:**   * Re- introduction to observational drawing in the the subject of the environment. * Art and Appreciation of the impressionist movement. * Introduction to primary and secondary source table(natural & Man-made) what is the purpose of primary and secondary sources in the first stages of a project? * Revisit with group what are the principles and elements of art,craft and design? | | | | | |
| **Development:**   * Students to choice in their groups one of the theme of their climate change project,earth,fire,wind,water. * To select primary and secondary sources from classroom table that will reflect their project theme , and support in areas of their creative development. * Team leaders to plan who in each member of their group, each contribution in each drawing for project. * End of class team presentation of( 5 minutes)their observational drawings, using their knowledge of visual literacy,from the elements and principles of art. | | | | | |
| **Summary,Revision,Recapitulation And Conclusion:**   * Learning intentions lesson 2/Drawing from Our Environment. * Power point presentation of observational drawing in the subject of environment, gave group also visuals examples of observational drawing through, the subjects of our natural environment, so learning intentions are shown to each of the student groups through digital and physical forms so they can self evaluate in their groups. * Art and appreciation : the impressionist art movement (Monet, Cezanne,Van Gogh.), givinf historical references, to early environmental artists, worked directly in nature not in the studio.Examples of artists in history that worked directly in nature so comparisons are given to students in their research and investigations of other artists and their works. * Conclusion :Learning outcomes in the method of (5 minutes) presentation by each group of their drawings ,from primary and secondary sources. * Homework: group preparation for next class bring in 5 examples of (Relief Print) to take rubbing from sources directly from nature(wood,stone,earth,leaves).And to collect 5 examples for relief print process(flowers,leaves etc) | | | | | |
| **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:**   * Creating awareness how drawing plays a big role for students in cognitive development.it can also help students learn to write and think creatively, developing hand to eye co-ordination,hone analytic skills,and conceptualise ideas.What is more, how it can also support students in the early stages of the design process. * How observational drawing has an important means to the develop a deeper consciousness in students, to assist students see through their habitual ways of seeing and to develop qualities of perception and understanding of what what they are drawing. * According observational drawing strengthens memory by perfectly integrating visual semantic,and motor aspects of the memory trace.Drawing is great psychological benefit of students .Drawing can let students express inner emotions and feelings without words. * How through observational drawings , it creates students understanding of the elements and principles of art,craft and design . * Creating student awareness of the importance of primary secondary sources . How primary sources provide raw information and fist hand evidence for the students.How primary sources give students access to the subject of their research.How secondary sources is a material produced by others, but can explain new or different positions and ideas of primary sources(articles,books,atlases). | | | | | |