**Emma Ryan**

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

**School Placement Reflections**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date** | **Class level** | **Class number** | **Time** | **Duration of lesson** | **Discipline** |
| 28/02/20 | 1ST year | 24 | 1 10.20 | 40 minutes  (Single lesson) | Sculpture  Together for Tomorrow |
| **Content** | | | | | |
| **Learning outcomes:**  **Students will be able to:**   * To create a collaborative classroom environment ,in creating 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 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:**   * Introduction to sculpture. * Understanding what is Positive and negative space in art? * What is are the 7 elements of sculpture * Understanding the terms of 2D and 3D in art,craft and design. * What materials can be used in process of making sculpture. * Art and Appreciation Land art Movement. * Diagram drawing in the preparation of sculpture. * Location of art work in school grounds. | | | | | |
| **Development:**   * Presentation to sculpture/ Together for Tomorrow * What is positive and negative space? * 7 principles of sculpture line,colour,shape,form,value,space,texture. * What is 2D and 3D in art ,craft and design. * Examples of materials used in sculpture. * Presentation of the Land art Movement (Nancy Holt,Michael Heizer,Richard Long) * What the importance of drawing in the planning of sculpture making? * Students given list of where they can display their environmental art work in school grounds * Student groups begin testing of materials. * Group discussion on what materials worked best and why? | | | | | |
| **Summary,Revision,Recapitulation And Conclusion:**   * Learning intentions lesson 6 * Power point Presentation on sculpture/Together for tomorrow * Examples of the principles of design through visual presentation. * Positive and negative space examples given to students groups, (print.drawings,Paintings) * Examples of 2D and 3D area in presentation, in sculpture design * Examples on class table of a selection of natural and man-made materials , and tested example pieces that can be used in sculpture. Students can exam how they are constructed in their teams. * Artist examples in presentation continues with the work of Land artist movement, which demonstrates to students traces of humans in the environment * Also some examples of artist diagrams in the drawing in the planning in the construction of a sculptural design. * list of areas in school ground they will display their sculptural art world, in their appeal for Fridays for the future. * Conclusion Learning outcomes group discussion on tested materials. * Homework students to think,plan,prepare their group designs. Collection of materials to start process of group environmental sculpture design. | | | | | |
| **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, | | | | | |
| **Post-Lesson Reflections:**   * Comparisons : Land art emphasizes nature and culture , how through land art artists provide that the landscape is one of the original places of cultural expression,like social and environmental are clearly marked. In addition,Environmental art aim to work in harmony with the natural environment rather then disrupt it. How theses two comparisons students could create their own conscious investigations of our relationship as humans with the natural environment. * How through teaching and learning :embedding and evolving from theses environmental art movements, students rethink also the importance of the exhibition space, where they can seek other places where art can happen and can exist. * Aim to create environmental art to inspire and encourage long time flourishing relationship between the social structures and natural environment,in which we live.Furthermore, how through the creation of theses sculptures, student groups can discuss the state of their environment, and explore innovative ways to communicate and search their answers and concerns, in the creation and design of their art   . | | | | | |