**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** |
| 13/03/20 | 1ST year | 24 | 1 10.20 | 40 minutes  (Single lesson) | Group  Presentations  **Friday for The Future** |
| **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:**   * Group hand up lesson 1-7 learning outcomes in collaborative team folder . * Installation of group sculptures * Peer to peer group presentations (reading from their group artist statement.) | | | | | |
| **Development:**   * Group presentation of learning outcomes from lesson 1-8 * Collaborative group folder for assessment and evaluation(Both myself, and Co-operative teacher.) * Groups finalize their environmental sculpture art works if time is needed. * Groups assemble sculptures in designated outdoor areas of school grounds. * Group presentation on their learning outcomes based on their final environmental sculpture art piece, and group artist statements | | | | | |
| **Summary,Revision,Recapitulation And Conclusion:**   * Collection of group folders for their evaluation and assessment of lesson 1-8 * Installation beings in areas given to student groups for sculptural artworks in school groups. * Support given to student groups on the installation sculptural design , if needed * Presentation of group work,in their learning outcomes of what is climate change?and How can we change ? * Photography of students groups with their sculptural works : communication in school newsletter, to create further awareness in school community. | | | | | |
| **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:**   * Creating classroom environment on the importance of collaborative group work, for the student groups. How it can be effective method to motivate students, how it encouraged active learning and develop key areas of critical thinking,communication,and decision making skills.. * Through theses reflections of the students group work,an increase of productivity and performance , how they achieved much more as a group then as individuals, through listening,compromising,efficiently,and productivity. * Through their use of group work areas of communication skills , would also helps students develop their interpersonal relationship skills in their presentations skills. * Group work helped expand student knowledge:when students work together they learn from each other, by observation and through their interaction with each other. * Group work can support all levels of students in areas of differentiation , through peer to peer learning. * Collaborative learning encourages students to express ideas,which increases engagement among student and hence decreases boredom. * Through this collaborative art works it creates student awareness around their own value system. What makes successful teams? How through their integration over the weeks they would learn elements of trust,respect,willingness, empowerment and effective communication in the creation of one purpose and one goal , to help the race against climate change. | | | | | |