

Semester 2: Lesson Plan 1

<p>Class Level & Name: First Year 1A</p> <p>Time and Duration of Lesson: 08:50-10:10 (1 hr 20 mins)</p>	<p>Date: 14.01.21</p> <p>Discipline: Making a sketchbook from recyclable materials</p>
<p>Content</p>	
<p>Learning Outcomes/ Learning Intentions/ Success Criteria</p>	<p><i>Students will be able to:</i></p> <p><i>2.3 reflect on their own, or another's, craftwork through the use of critical and visual language.</i></p> <p><i>2.14 use media to create craftwork</i></p> <p><i>2.15 justify the choice of media in their own or others' craftwork</i></p> <p><i>Creating a sketchbook.</i></p> <p><i>Choose and gather household materials that are going to be used for each part of the sketchbook: cover, pages, binding. (Recyclable household materials: old cardboard boxes, grease proof paper etc.)</i></p> <p><i>Being able to pick an approach of binding their sketchbook: stitching, folding, sticking etc.</i></p> <p><i>Ability to describe their making approach as well as why they choose their materials: was it because of the texture? Colour? Size?</i></p> <p><i>Take clear photographs of their work process on sketchbook.</i></p> <p><i>Success Criteria:</i></p> <p><i>Materials are chosen and gathered.</i></p> <p><i>Explanation of their work process using critical and visual language.</i></p> <p><i>Sketchbook that contains a cover, pages and is binded.</i></p> <p><i>Recyclable materials used to make the sketchbook.</i></p>
<p>Resources Health & Safety</p>	<p>Notes from GTA lectures: number 14&15 global goals. By highlighting the use of recyclable materials,pupil understands that recycling can reduce pollution below water and on land. Recyclable materials used to make sketchbooks, lowers the chances of waste ending up polluting and damaging life below water and life on land. https://www.globalgoals.org/</p> <p>Photographs of homemade sketchbooks. These examples are inspiration for pupils' own work. https://theartofeducation.edu/2017/12/26/3-inexpensive-ways-make-sketchbooks/</p> <p>Using recyclable materials from the house instead of going to a shop reduces a risk of contamination due to covid-19.</p>
<p>Literacy / Numeracy</p>	<p>Literacy: Key words towards describing the the sketchbook in regards to 7 elements of art:</p> <ul style="list-style-type: none"> ● Shape: the shape of sketchbook can be rectangular, square, oval, irregular, personal preference and creativity is very important

	<ul style="list-style-type: none"> ● Texture: what type of materials recyclable materials are going to be used, how do they look, feel. Description of paper texture. Examples would be cardboard is matte, grease proof paper is smooth. ● Colour: what colours are going to be used to decorate the sketchbook? What colours are going to be the pages of the sketchbook? <p>Numeracy: The measurements of each sketchbook part; cover, pages, binding:</p> <ul style="list-style-type: none"> ● Size of pages: A1, A2, A3, A4, A5, showing examples of the pages through ruler measurements, and examples side by side. ● Personal choice on what sizes the sketchbook will be: smallest size can be A5
<p>Differentiation</p>	<p>Decorative approaches are personal preference based: pupils have different preferences of medium, some prefer painting others prefer colouring pencils. That section is open for pupils to explore their own medium approaches.</p> <p>When reflecting on their own work or others pupils have a choice to use the chat section on Google meet in case they don't feel comfortable unmuting their microphone: background noise, microphone being broken etc. Use of chat allows pupils to interact with less anxiety.</p> <p>When justify the choice of media pupils are going to be tasked to write sentences underneath taken photographs throughout progress work: specifications on what worked? What did not? How can it be improved?</p>
<p>Method</p>	
<p>Introduction</p>	<p><i>Presenting the 17 global goals for sustainable development by using a photograph of the chart. Explaining number 14 & 15 (life below water & life on land) regards how recycling and other personal inputs can ensure sustainable development for life on earth. How recycling waste products can avoid the waste being swallowed by marine life or how inappropriate discarding of waste products can negatively impact flora and fauna on land.</i></p> <p><i>Visuals along with written examples of different types of sketchbooks are going to be presented to the learners. This will help students understand that sketchbooks can be different colours, sizes, shapes, materials.</i></p> <p><i>Visual and written examples of materials used to create cover, pages and binding are going to be presented and explained for learners to understand different approaches to making a sketchbook. Doing a presentation on binding a sketchbook during online class will introduce students to one of possible binding approaches: stitching.</i></p> <p><i>Describing an example of a sketchbook using keywords such as shape, texture, colour and size. This will introduce students on how to describe their own approaches after creating their sketchbook, as well as reflecting on their own or others work.</i></p>
<p>Development</p>	<ol style="list-style-type: none"> 1. <i>After the presentation: Asking students what type of recyclable materials they are thinking of gathering. Materials choice can be influenced by shown examples or they can give their own input by listing unmentioned materials.</i> 2. <i>Learners will choose what approach of binding the sketchbook they are going to use.</i> 3. <i>20 minutes will be given to the students to gather their materials and then log into the online class again.</i> 4. <i>Discussion of individually picked materials and approaches will take place.</i>

	<p>5. <i>After the discussion and looking at learners approaches tasks will be set: Taking photos that show their journey when creating the sketchbook:</i></p> <p>6. <i>Sketchbook due date will be set until next class on Monday 18th. This will give students extra time to finish the sketchbook.</i></p>
<p>Summary, Revision, Recapitulation and Conclusion</p>	<p><i>Summary: Learners will be asked to justify their choice of materials. Pupils will reflect on their own or others gathered materials and planned approaches.</i></p> <p><i>Revision: Will consist of a set of questions to ensure that students are on the right track: showing a photograph of a sketchbook and asking pupils what approach was used to bind the sketchbook? What materials were used as pages or cover? Why use recyclable materials?</i></p> <p><i>Recapitulation: showing examples of sketchbooks and naming different approaches of binding.</i></p> <p><i>Conclusion: Giving learners homework which will consist of finishing a sketchbook and taking photographs of their sketchbook making journey, keeping in mind use of recyclable materials.</i></p>