

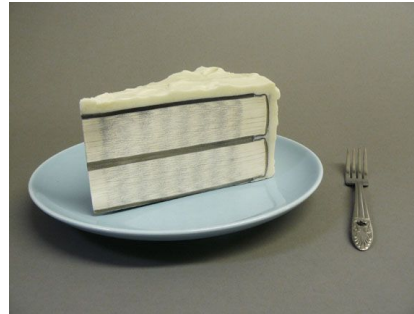
Lesson Plan

<p>Class Level & Name: 4th Year Visual Art</p> <p>Time and Duration of Lesson: 13:35-14:55 Double</p>	<p>Date: 15/01/2021</p> <p>Discipline: Craft Strand: Book craft - initial preparation work</p>
<p>Content</p>	
<p>Learning Outcomes/</p> <p>Learning Intentions/</p> <p>Success Criteria</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● 1.15 critique the choice of media in their own or others' artwork ● 2.3 reflect on their own, or another's, craftwork through the use of critical and visual language. ● 2.5 develop their ideas for craftwork through drawing ● Create a design proposal through drawing and written annotation ● Communicate their ideas through drawings ● Examine real-world issue deforestation through class discussion ● Discuss their work and the work of book artists in relation to ● Showcase their ideas for their artist book through drawing and written annotation in a design proposal ● Discuss their design proposals to the class ● Participate in class discussion analysing examples of artists books ● Engage in discussion about deforestation, consumption and the sustainable development goals ● Showcase their understanding of the sustainable development goals through their artist book designs
<p>Resources</p> <p>Health & Safety</p>	<p>Paper, pens, pencils, laptop with camera and microphone, access to Google Classroom, wifi, powerpoint, Visual aids: images of Robert The and Sustainable Development Goals</p> <p>Only students on the google classroom have access to the meet link, Meet link not visible to students until class begins, meet link turned off at the end of the class, clear background while teaching, no recording/photographs allowed during the lessons for GDPR</p>

Literacy / Numeracy	Students will develop literacy skills through questioning, discussion and writing annotations of their book design. Students will develop numeracy skills through examining the SDG, designing and measuring their artists books.
Differentiation	Language will be simplified for students who need it. Questions will range from lower to higher order. Students who require more challenge can elaborate on the design of their artist book, while the project is also accessible to all students also.
Method	
Introduction	<p>Recap of the previous lesson starting to look at artist books and picking a brief to make an artist book and creating a mindmap of the theme of the book.</p> <p>Introduction to the lesson: looking at books that convey a message linking to the sustainable development goals</p>
Development	<p><u>Examining artists books</u> Artist books that convey a message: Literal reading</p> <p>Artist Support Study: Robert The Real-World Problem: Deforestation</p> <ul style="list-style-type: none"> ● Image and Artist name displayed on powerpoint ● Students broken into breakout rooms to discuss, answer and take notes of the following questions : <div data-bbox="743 1266 1235 1591" data-label="Image"> <p>The image shows a dark-colored artist book standing upright. The front cover features a large, white, leaf-shaped cutout. The book is surrounded by numerous scattered, light-colored paper leaves of various shapes and sizes, some of which appear to be cut from newspaper or similar printed paper. The background is a plain, light surface.</p> </div> <p>Questions:</p> <ol style="list-style-type: none"> 1. Describe what is happening in this image of an artist book 2. Where is your eye drawn to in the image? Why? 3. What could the message for this book be? 4. What, if anything, do you find interesting about the image?

5. How does this image make you feel?
6. How is the choice of media for this artwork contributing to the message? Is it effective? Explain

Artist Support Study: Unconventional Book Form - Robert The



Questions: After looking at the first image,

- What is the message behind this book?
- Does it make you read the first image differently? Explain



Looking at the UN Sustainable Development goals on powerpoint

Question:

- Which goals would these artist books fall under? Explain
- Brief Background of deforestation on powerpoint, linking to developmental education: deforestation, SDG 12, 13, 15
- How can we contribute to solving this issue?
- Is there anything in our art classes that we could do?

Whole class discussion of what each breakout room discussed.

Task:

From chosen brief, sketch alternative book designs. Consider a book design that creates

	<p>an awareness for a Sustainable Development Goal. Either through: the form of the book, the imagery (narrative or observation drawings), the materials to make it, how to construct it.</p> <ul style="list-style-type: none"> ● Students completing the task offline and rejoining the call 15 minutes to the end of class ● Upload image to Padlet ● Class discussion of their designs
<p>Summary, Revision, Recapitulation and Conclusion</p>	<ul style="list-style-type: none"> ● Recap of artist books conveying a message and unconventional book forms like Robert The, the sustainable development goals and the task. ● Reminder to have task finished for the next lesson and upload images of their sketches

Post Lesson Reflection:

Placing students into breakout rooms was effective as it reduced students talking over each other in the main meet link. However, issues with wifi made it difficult to visit all students breakout rooms to hear the discussions during the allocated time. Some students' cameras and microphones were not working but they were able to comment in the chat function. In a classroom environment this would be easier and could be more active.

Students knew a lot about deforestation before and were able to discuss the issue. As a result, for future lessons I would consider using a KWL sheet in advance of the lesson to prevent any overlapping of information. Introducing this topic within the discipline the students were already undertaking was an effective way of incorporating developmental education during every day lessons.

The questions initiated conversations where students mentioned how remote learning and using google classroom for note handouts this year has reduced the amount of paper used in school. They suggested that this is a positive aspect that has come out of the pandemic and something that could be continued after.

From the discussion, students were more aware of materials they consume within their art classes. They mentioned that they would be more mindful about wasting paper in the classroom in future and also would consider experimenting drawing with recycled papers and

materials. A few students offered that this was something that could be done to create their artist book also.