

## Lesson Plan

<p><b>Day:</b> Tuesday Date: 27 July 2012 Time: 1-2pm Class: 1 and 2, S</p> <p><b>Subject:</b> Visual Arts</p> <p><b>Topic:</b> Creating and making a setting for an object, using perspective and consideration of the natural environment of that object.</p>	
<p><b>Students' Prior Knowledge and Experience:</b> The students have discussed setting and environment of objects such as animals during literature class. The students completed illustrations.</p>	
<p><b>Learning Purposes:</b> To further expand on the student's consideration and representation of an animal or object's natural environment, create the environment/ setting and present their concept to the class</p>	<p><b>Student Evaluation:</b> Assessment will be based on the responses during the task (observational). As this is a creative activity, the student's will not be assessed for technical skills – more so for creativity and engagement with the activity.</p>
<p><b>Preparation and Resources:</b> Arts supplies Objects (up to three – two should be animal like)</p>	
<p><b>Timing:</b> 5 mins  10 mins          45 mins</p>	<p><b>Learning Experiences:</b> The class is introduced to the objects.</p> <p>The class discusses what kind of environment (similar to the characters we have discussed in Charlotte's web) the objects might fit in... considering:</p> <ul style="list-style-type: none"> <li>• What they need to eat</li> <li>• Whether they might have family with them</li> <li>• Whether they like to be anole perhaps</li> <li>• Would it be cold or hot where they live</li> <li>• What country might they live in</li> <li>• What other animals would be around them</li> </ul> <p>The class are informed that they are to choose an object – and create the environment for that object – essentially this is going to be a BACKDROP for the object and we are going to take a <i>PHOTO</i> of the object within the environment you create. <i>They need to know this</i> as a consideration for the activity.</p> <ol style="list-style-type: none"> <li>1. They can work in pairs or groups of three – I'll choose the pairs</li> <li>2. They can examine the objects if they like to see the texture of the animal or whatever – no playing</li> <li>3. They can use whatever medium is available to them and whatever is appropriate for the activity.</li> </ol>

# Reflections - Art, Create a Setting

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## Summary of Lesson:

These Students were to work in the artroom, using paints or pencils to create a setting for 1 out of 3 items -

- ① a silver tiger
- ② a rocket ship
- ③ a racing car

I had brought these items in.

## What Went Right?

The students LOVED working in the artroom and as we had established the concept of 'setting' and 'habitat' - really understood the activity. They were very creative and enjoyed experimenting - and I put on some music for atmosphere (I really wanted them to love this)

## What Went Wrong?

The artroom is hard to work in, the kids worked on the floor, and it was hard to manage. Also clearing up (post activity) was hard and ongoing (90 mins!)

## Going Forward?

I want to use the artroom again but I will be more careful with clean up and materials.

Steve enjoyed the lesson but also emphasized that I need to monitor the class in different environments & manage time better.