

Lesson Plan Template



Lesson Plan

Topic: Materiality in Sculpture: How to Use Materials to Communicate an Idea		Class: PCET Microteach
Date: 23/09/2026	Length of lesson: 30min	Number of students: 7
Resources required: PowerPoint menti.com Handouts, blank pieces of paper and pens Ceramic, aluminium and other material samples provided by me		
Aim of Lesson To introduce learners to how material choice can be used to communicate meaning in sculpture		
Learning Outcomes – The Learners Should Be Able To: 1. Identify and articulate associations linked to ceramic, aluminium and other materials provided during the lesson 2. Select a material and identify ideas or meanings that it could communicate 3. Propose a material for a sculpture intended to communicate a specific meaning and explain the relationship between the material choice and the concept		
Previous student knowledge required for the session: N/A		

Anticipated difficulties (if applicable):

1. Students may not be interested in materiality or sculpture as subjects
2. The materials provided may not inspire the students to think conceptually
3. The learners might find it difficult to explain their choice of material if the meaning it carries is too personal/painful
4. PowerPoint presentation might not work on the UWTSD system
5. [menti.com](https://www.menti.com) might not work or the QR code might be faulty
6. The White Board might malfunction—I will print out my Powerpoint presentation on A3 paper

Professional Standards (where are these being met within the session)

1. I will be committed to learners, their learning, safety and wellbeing, ensuring they feel comfortable expressing their ideas about materials and encouraging maximum participation
2. I will plan and deliver learning, teaching and assessment by creating a lesson plan, structuring the session and guiding students towards a successful outcome
3. I will build positive and collaborative partnerships by actively encouraging students to share their observations and opinions
4. I will demonstrate a commitment to sustainability by showing how recycled materials can be used in sculpture, how leftover materials can be reused, and how existing artworks can be developed into further works

Lesson Detail:

Stage	Focus	Strategy	Time
Introduction	<i>Initial thought exercise:</i> present the learners with ceramic and aluminium	Invite the learners to handle ceramic and aluminium, and list various characteristics of the two materials on menti.com	09:30am
Development	<i>PowerPoint Presentation:</i> how I used ceramic and aluminium to speak about relationships	Provide the students with a real world example of how I used ceramic and aluminium to illustrate relational conflict. Briefly introduce two other artists who use materials to tell stories	09:35am
	<i>Second thought exercise:</i> each learner is invited to choose a provided material	Each student will be given 5 min to deliberate the meaning their chosen material would convey as a sculpture	09:45am
Plenary/ conclusion	<i>Presentation:</i> each learner will present their ideas around chosen materials	Each student will present why they chose a specific material and what a sculpture made of that material would convey and what other material they would potentially combine it with	09:50am

Assessment Strategies: when and how are they included within the lesson?

1. The initial thought exercise is designed to establish a baseline against which the learners' progress can be measured at the end of the lesson
2. The presentations will establish how well the learners have understood the content of the PowerPoint presentation and how effectively they can apply material choice as a form of communication when proposing a sculpture

The session was successful and learners seemed engaged with my teaching throughout.

I began by handing out sculpting materials and asking students questions about their various properties. This allowed me to assess students' current understanding of materiality in sculpture, activate them as it was the first session of the day and gradually immerse them in the content of the session. This was followed by a short lecture during which I showed and explained my own work and how I use materials to convey concepts.

Additionally, I disseminated two artworks by other artists to teach students how to read an artwork and how they could build meaning into their own sculptures simply through their choice of materials.

Halfway through the session, I handed out additional materials alongside handouts containing questions, inviting students to conceptualise a sculpture using the materials provided. They then presented their ideas to the class, which was particularly successful as each student not only understood the assignment but also demonstrated that they had followed the content of the entire session.

I engaged with each student individually as they shared their ideas, offering mentor-style feedback and suggesting where their work could go next, even though most of them were not artists.

I felt stressed at the beginning of the day because I was unable to log into the University system and access my presentation. I was particularly worried about being unable to access Mentimeter, which was crucial to my formative assessment task. Luckily, I had printed out my presentation and was considering asking students to call out their suggestions if Mentimeter failed to work. The stress caused me to breathe shallowly and speak too fast. I repeatedly reminded myself to slow down, while learners' engagement gradually put me at ease.

One student was unable to access Mentimeter, so I engaged with her verbally, which worked well. Another student arrived late, although I did not find this distracting. Overall, I believe the session was successful because I achieved the goals outlined in my lesson plan and managed to follow the structure I had created. Having rehearsed the session repeatedly allowed me to remain present rather than worrying about what I was going to say next.

I also believe that the variety of teaching approaches I employed encouraged students to participate and learn, despite most of them not having a particular interest in the arts. I wish I had allowed more time for concluding remarks and brought the session to a proper close. I worry that students might have felt the lesson was left somewhat unresolved because of its abrupt ending.

In future, I will bring printed copies of my presentation for every student and arrive even earlier to address any potential technical difficulties.