PRIFYSGOL CYMRU
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LESSON PLAN

TOPIC: An introduction to the concepts of Mark Making in Illustration.	**CLASS: Level 5 students**	
DATE: 13.01.2020	**LENGTH OF LESSON: 30 minutes**	**NO IN CLASS: 9**

ABILITY/SPECIAL EDUCATIONAL NEEDS:
Mixed ability/ Mobility issues.

AIM OF LESSON

To identify and discuss the significance of line work in Children's picture books.

LEARNING OBJECTIVES – The Learners Should Be Able To:

- **Identify the semiotics and symbolisms of line in art.**
- **Examine illustrations and recognise the significance of the lines used.**
- **Summarise their understandings of what they have learnt in their own work.**

PREVIOUS KNOWLEDGE:

No prior knowledge.

ANTICIPATED DIFFICULTIES:

- **Students have a lack of prior knowledge so may not…**
- **Issues with self-confidence.**
- **There may not be enough marker pens, or they may run out of ink. (Sharing may allow students to be able to communicate more freely and confidently about their ideas).**
- **Technical difficulties.**

RESOURCES/EQUIPMENT REQUIRED:

- **A4 paper**
- **Marker pens**
- **White board**
- **Laptop/Photoshop/Powerpoint/Preview/Web Link**
- **Projector**

HEALTH & SAFETY:

- **Good mobility access and safety when moving around the classroom.**
- **Be aware of eye sensitivity when sitting close to the white board.**
- **Be aware of any students with allergies to marker pens (Myroxilon Pereirae and Bisphenol A).**

PROFESSIONAL STANDARDS

Please note WHEN and HOW relevant professional standards occur and are met:

(Include detail of standard, not just a reference number)

Students will be brought to the front desk in a close-knit group to allow for more profound analysis of the subject (A4) (V2), given to them via Powerpoint presentation and video web link (K4). This will allow for more close and effective discussions, and also allowing for those with mobility issues to stay seated comfortably (V1). The Powerpoint provides students with a basic knowledge of how picture books are essential to a child's early development (K1) (K2). I will be supporting the information provided verbally with image research of children's books, physical picture books and with evidence from researched books and journals (A5) (V3). After the presentation is completed, two tasks will be set: one to experiment with the students and discuss the meaning of the lines that they have drawn (K5), always referring back to discussions during the presentation. The second will be an individual task to create line drawings of how each student perceives themselves, allowing for time at the end to reflect on why thy chose the lines that they did to create the piece (A3).

CROSS-CUTTING ENHANCEMENT THEMES

Please note any cross-cutting enhancement themes are embedded in the lesson and WHEN and HOW they are met:

- **Teamwork - opinions given may be individual, but students will be bouncing ideas off one another when discussing their thoughts on how lines can affect a child's early development.**
- **Problem Solving - students will be discussing how the same shaped lines can have multiple meanings when given different contexts.**
- **Communication - when discussing ideas among each other or to myself.**
- **Brainstorming - thinking of what each line drawn means to them.**

LESSON DETAIL:

STAGE	FOCUS	STRATEGY	TIME
INTRODUCTION	**Provide a presentation on children's books and their significance to a child's early development.**	**Powerpoint presentation.**	**5**
DEVELOPMENT	**Discuss and produce lines associated with words linked with emotions. What do different lines mean when given different contexts.**	**Task 1: Students will be given pieces of paper to draw their interpretations of emotions, and the white board will be used for our group discussions.** **Task 2: Students will draw self-portraits of how they see themselves reflected through lines. (Individual task)**	**7** **5**
PLENARY/ CONCLUSION	**Show an array of illustrations from children's books to provide evidence of what student's discussed.**	**A montage of images on Preview. Question them about the images they created. What have they learnt during the presentation and can they link what they have done back to the research given to them?**	**13**

ASSESSMENT STRATEGIES USED (WHEN and HOW):

The initial assessment will be undertaken by asking questions throughout the presentation. It will help me understand of any prior knowledge that the students may have, and help me in understanding where they may need assistance. Formal assessment will involve the practical work; can they take the information given to them and apply it together in a group activity, and an individual task? Finally, the summative assessment will be reflection of each students work via a group discussion to see how they can apply all of the information from the presentation and discussions to conclude their work.

INFORMAL LESSON EVALUATION:
(This section should be completed straight after the lesson)

I thoroughly enjoyed how the lesson went; I found it incredibly insightful. All of the students participated well, the presentation was clear and they were able to understand the information that I provided.
Feedback from students said that I was clear, passionate and the lesson was non-objective, allowing them to feel confident when completing the practical tasks (because none of them had confidence in drawing).
I am very happy with how this turned out; other than the text being in capital letters on the slides and a slow starter when discussing work at the end of the lesson, I think that it went rather smoothly. I would definitely take this model and improve on it for future classes, whether in a microteach session or on placement.