

Lesson Plan Template



Lesson Plan

Topic: Introduction to Fine Art: Creative Drawing task		Class: PCET PART-TIME MICROTEACH GROUP	
Date: 24/11/2025	Length of lesson: 30 minutes		Number of students: 6
Resources required: A3 270gsm plain paper, black and colored sharpie pens, masking tape, protective desk covering, object to draw from i.e. fruits.			
Aim of Lesson The aim of the lesson is to introduce the students to an experimental drawing method through blind drawing, using fruit as means to interpret their surroundings.			
Learning Outcomes – The Learners Should Be Able To: - Define the term 'blind drawing'. - Discover abstract ways of interpreting objects through drawing. - Create a series of blind drawings, using fruit and student's own faces.			
Previous student knowledge required for the session: Within an actual module, the students will have prior experience with both drawing from life such as still life and life drawing. But equally this lesson can be used as an introduction to a module on alternative ways of approaching creative tasks and ways of thinking; or as a part of a longer lesson on drawing.			

Anticipated difficulties (if applicable):

- Students may not have previous experience with both the creative subject area and/or drawing, and in turn may lack confidence, so I will aim to create a positive, safe space through constant reassurance and to consider each individual learners' knowledge and skillset as to create a better equity and equality between each learner.
- Working with Sharpie pens can be messy and stain surfaces they come in contact with, as means to limit and avoid any mess, I will bring a table cloth to protect the area we are working in, the usage of thick high GSM paper as to limit ink soaking through the paper; and the usage of masking tape so students can stick down their paper as to stop the paper moving around whilst drawing.
- At the start of the session, I will ask the group if anyone has any allergies towards fruit and in preparation for any issues, I will offer two different fruits for students to draw from, and if there are students with any allergies, I will highlight for students to not touch the fruit they may be allergic too.

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

- In my practice and with others I aim to **Value and promote diversity, equality of opportunity and inclusion** through the usage of reflective feedback and group discussion at the end of the workshop and allowing every student to share the viewpoint and feelings, enabling every student's voice to be heard.
- In my practice and with others I aim to **understand the importance of the Welsh culture and language as a bilingual nation** through the usage of greeting students with 'Shwmae Heddiw a Prynawn da'.
- In my practice and with others I aim to **plan and deliver effective learning, teaching and assessment** through the usage of group discussion and Q&A to enable students to share their opinions and feelings in turn providing feedback on where I as a learning lecturer can reflect and improve accordingly, tailoring lessons towards the learners needs.
- In my practice and with others I aim to **maintain and update my knowledge of my subject(s) and how best to teach and assess them** through ongoing research into contemporary dialogues and developments and specific areas such as materiality, and in turn reflecting this within my practice, research and what is applied within my taught sessions to aid my learners.

Lesson Detail:

Stage	Focus	Strategy	Time
Introduction	Greet students in Welsh, introducing myself and later listing out aims and objectives for microteach, establish students' knowledge through questions.	Greeting students in Welsh i.e. Shwmae Heddiw a Prynawn da. Introduction and the lessons aim and objectives, followed with Q&A to attain entry knowledge of students.	5 minutes
Development	Q & A to attain student entry knowledge.	- Define the term 'blind drawing'. - Discover abstract ways of interpreting objects through drawing. - Create a series of blind drawings, using fruit and student's own faces. Establish student entry knowledge – Has anyone done drawing before? How and What ways do we draw? What do we know about blind drawing? (give time for student response ten seconds minimum)	
	Demonstration – Students observe lecturer carry out an abridged version of the task. materials: sharpie, paper, masking tape	Lecturer will carry out a short demonstration to show as an example to aid visual learners to identify how we approach the task. Each student will be given paper, masking tape to hold the paper down and to stop the paper from moving during the task, sharpie pens, black and a colour of the student's choice,	3 minutes

Development	First task: Each student will be given an object to draw from, for this lesson a fruit such as a banana.	The students using their dominant hand to hold the pen and their non dominant hand to touch the object, students will place their pen on paper and pointer finger on the object. With the students closing their eyes, they will move both pen and finger at the same time, in tandem; their non-dominant hand's pointer finger moving across the object slowly, moving the pen in synchronicity.	5 minutes
Development	Second task: Each student will use their own faces to draw from, using either the opposite side of their paper or a new sheet of paper. Extension task:	Asking students during the task to consider what they are thinking/feeling. During and prior to second task reaffirming to students not to worry of any mistakes, and to use this task as a way to experiment with how they can translate features and details such as hair through pen marks. Moving on from drawing the object through touch, each student using the knowledge learned, will then move onto drawing their own face on separate new sheet of paper. If students finish this task with time to spare, using a secondary-colored sharpie pen the students will draw a second drawing over the initial first drawing, swapping hands, the non-dominant hand holding the pen, with their dominant hand touching their face.	5 minutes

Plenary/conclusion	Summative Feedback through Learning strategy employed such as question and answer and group discussion, recapping the aims and objectives.	After completing a series of drawings, the lecturer will ask the group a set of questions as to begin a group discussion, enquiring with each student to share their feelings and reflect on the task carried out. With this going over the aims and objectives of the session to enquire whether they achieved what has been set out and to use this as a jumping off point for further discussion. Questions to ask the students – Q – how did you feel drawing from the object and not seeing what you are doing? Q - how about when you were drawing your face? Q – Do you think today's drawing method can be used for anything else? Q - How can the technique learned within this session can be applied to other forms of exploring and research? End session with positive affirmations and feedback, remembering to use students name whilst doing so, as to reaffirm student-lecturer professional relationship and confidence in student.	10 minutes
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Assessment Strategies: when and how are they included within the lesson?

- At the start of the session prior to the demonstration and creative task the first strategy that I will use Question and Answer to attain the entry knowledge of each student prior to the task and to enable and promote equality of opportunity and inclusivity.

- The second strategy that will be employed after the group task/workshop has been completed I will use a Group discussion to enable each student to share their feelings and reactions to the drawing task, and to assess what they have learned and how they can approach concepts within the task, such as the students using their other senses, such as touch to approach and consider the surroundings both within creative tasks but whether these techniques can be applied elsewhere.

Informal reflection (to be completed after the session)

I found myself to have initially panicked at the start of the lesson losing my train of thought, I referred to my print out of my lesson plan for questions to ask students to be able to attain the students entry knowledge, I found as the lesson went on my nerves eased and the demonstration in itself enabled me to slow down and breathe, the students I found responded with both fascination at the task at hand and approached the challenge of blind drawing with trepidation but were open to taking on the task, each student I found worked at various paces and some altered the task to suit them, with one student focusing on the profile of the face from the side instead of from the proposed entirety considering each detail of the face, this was due to the potential fear or lack of want to draw something if it wasn't clear of what has been drawn, this led me to both remind them to view this task as a way to loosen up, and with this posed the challenge for them to create a drawing that used the entirety of their face. The group discussion that I felt occurred almost naturally, I prompted the group with questions with which they responded and shared their experiences, there was a positive reaction to both the task, and students bonding over shared feelings regarding the task. Equally sharing how the task led them to consider aspects of creative processes they may not have initially considered!