

Pro forma Lesson Plan

<p>Subject of Lesson Domain: Painting – portrait painting with focus on sensitive use of colour</p> <p>Practice: Review artworks with a view to discuss how to develop and refine the portraits.</p>	<p>Lesson No: 13</p> <p>Date: 08/04/2014 Time: 11.50-12.30</p>	<p>Group: 2nd Year</p> <p>No. of Pupils: 17</p>
<p>Lesson Objectives:</p> <ul style="list-style-type: none"> Review the paintings in small groups to discuss how to approach refining the paintings in the final week in relation to use of sensitive and limited colours, using hues of white and working on describing the facial features in more detail Develop skills for refining portraiture skills focusing on aspects such as refining the colours used, including facial characteristics and layer the paint. 		
<p>Teacher Presentation: Lesson Introduction:</p> <ul style="list-style-type: none"> Call the roll Inform students that we will discuss the work in small groups throughout the lesson 	<p>Pupil Activity:</p> <ul style="list-style-type: none"> Respond to the roll call 	
<p>Development of Lesson</p>		
<p>Teacher Activities:</p> <ol style="list-style-type: none"> Ask students to gather around tables and discuss how to refine the paintings further/what areas to focus on in the final days. Asking questions like: <ul style="list-style-type: none"> With just a little bit of time left, is there any final details you need to include in the facial features? Do you have as much light and dark tones developed in the painting, as you would like? Taking a moment to study your work, how can you paint the face with more hues of colour? Is there any area you want to focus on developing now in the final stages? Continuation of painting, assisting pupils individually according to the notes made based on evaluation of the work. Asking questions like: <ul style="list-style-type: none"> How are you going to make your colours more limited and sensitive? 	<p>Pupil Activities:</p> <ol style="list-style-type: none"> Set up the space for painting Discuss the work in groups, recalling information learnt regarding mixing sensitive colours, painting more detailed areas and refining the background. Identifying what areas need to be developed/refined to complete the portrait painting Continue developing the painting, with a view to painting with a limited colour palette, using hues of colour to describe the face and painting with a limited colour palette Discuss the work created with teacher, describing the working process and identifying how to refine the work further Review the work as a class to identify what areas need to be focused on in the final classes Tidy away all materials used carefully 	

<ul style="list-style-type: none"> • How can you approach painting the facial characteristics in more detail? • How can you refine the background so that it complements/reflects the face? • Ask pupils to tidy up the materials used for painting • Conclusion/review (below) <p>Timeline: Continuation of painting/reviews (30 mins) Clean up – 5 mins Review – 5 mins</p>	
<p>Conclusion: Review 4-5 paintings developed during the class that display the facial characteristics are refined/apply sensitive and limited colours to describe the face and include a carefully considered background to complement the face. Ask questions like:</p> <ul style="list-style-type: none"> • What area did you choose to develop in this class? • How did you go about refining the colour palette/including more detailed facial characteristics/painting a sensitive background/using hues of colour • Do you have as much detail as you would like in the painting? • What could you do to use more sensitive colours to describe the face? • How can you develop your painting in the final class to refine it even further? 	
<p>Differentiation:</p> <ul style="list-style-type: none"> • Encourage responses during discussions and review • Allow sufficient time for students to respond • Supply a variety tools to apply the paint such as card, twigs and large brushes • Supply various sizes of paper for pupils to work on • Give students short direct instructions 	
<p>Resources:</p> <ul style="list-style-type: none"> • Laminated imagery of portrait paintings by Ray Turner and Henri Matisse 	
<p>Organization of the Room:</p> <ul style="list-style-type: none"> • Ask students to remove the stools and place them to the back of the classroom • Ask students to set up their mirrors ready for painting • Ensure students have enough room to paint • Review the work around a large table • Ensure all students have clear sight of the table during the review 	
<p>Materials:</p> <ul style="list-style-type: none"> • Various acrylic paint • Brushes • Water jars • Paper • 17 mirrors • Masking tape • Drawing boards 	

Cleaning:

- Ensure students clean up in their groups
- Ensure the water jars are emptied and stored away under the sink
- Palettes area cleaned
- Brushes are cleaned and placed under the sink
- Stools are placed back to their original position
- Paintings are hung neatly on the line
- Floor and tables are clean and dry

Evaluation/Assessment:

- Willing to engage with and discuss the work with a view to decipher areas to develop and refine in the final classes
- Develop the portrait painting refining aspects such as using more limited and sensitive colours, including more detailed facial characteristics and layering the paint