

Lesson Plan

Day: M T W T F Date: 16/08/2018 Time: 12:30pm Year: 7

Learning Area: Art & Design Topic: Design a flag for a new nation

Curriculum content description: build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints
Practise techniques and processes to enhance representation of ideas in their art-making (ACAVAM121)

Cross Curricular Priorities:		Aboriginal and Torres Strait Islander histories and cultures		Asia and Australia's engagement with Asia		Sustainability	
General Capabilities :	Literacy	Numeracy	ICT	Critical & Creative thinking	Ethical behaviour	Personal & Social capability	Intercultural Understanding

Students' prior knowledge and experience:

the children already know what flags are and their rough shape and cultural significance as objects that represent a given country

Teaching purpose: To have the students consider the design and purpose of their flags in light of existing traditions of flag making, such as proportions, colours used or not used, symbolic images on flags, culture, politics, issues of race and religion. They will then use their knowledge to create a flag and display it in the school quad to provoke conversation.

Learning objectives:

On completion of this lesson, students will be able to:

The students will gain experience working with poster paints on thick paper. The students will have a better understanding of why flags are the way they are. The students will gain self knowledge as they come up with several options then choose one to make into a finished flag. They will understand conventions of flag design. They will have experience working within relatively strict parameters and they will have experience in mounting their work for public view. Engaging with the public, whether directly or indirectly will increase their confidence and get them used to handling potential praise or criticism.

Assessment/Evaluation:

The children will have produced a flag showing consideration for flag design principles, filling as much of the paper as possible. A 3cm white border around the edge is required.

Preparation and Resources:

For this exercise I will need pencils and erasers, straight edges and A4 80gsm white paper for initial ideas and design stage.

For the secondary phase I will need an image projector for tracing the designs to a larger surface, blu tac or thumbtacks and thick A3 sized white paper (150 - 300gsm), poster paints either for each child or group of children in at least the 3 primary colours, white and black and a range of brushes. Thick ink pens to work back into the design in a range of colours. Ensure these are returned and counted.

Check curriculum store for examples of flags, ie posters, books or slides. If slides then procure a slide projector.

Address stickers for didactic info. Drying rack.

I will also need a classroom with open desk area, a washing up sink and tiled or lino floors.

Catering for diversity

VLA An image of a flag on A3 paper

LA As above, a single preliminary sketch and hung for public display

HA An image of the students own original flag design, fully coloured and several preliminary sketches, hung for public display

VHA As above, including explanatory notes, visual history of their thought process, at least 2 coats or more of poster paints and preliminary sketches are also coloured.

Timing:	Learning Experiences:
Day 1 10min	<p>Have the children enter the class in an orderly manner and take their seats. Assign a child to hand out a sheet of A4 paper to the other children and pencils. excess A4 paper should stay in the cupboard or on the teachers desk</p>
30min	<ol style="list-style-type: none"> <li data-bbox="400 925 1465 1211"> 1. Introduction: Talk briefly about what is expected of the children, how they will be researching a flag for either a new (real or imaginary) country. Remind them to be appropriate. Glve them a brief history of flag use; used for several thousand years, used to identify cities and later countries, in the modern era they are also used to identify cultures and sporting teams. Stress that they research flags first; show them posters/books/slides of flags. Before setting them on the task inform them that all the finished flags will be presented on display in the school quad, undercover and behind glass. Tell them to keep it simple, joke that year 7s might have to draw these flags one day. <li data-bbox="400 1211 1465 1413"> 2. Sequence of learning experiences: Further research and sketching (children are to be expected to come up with at least a couple of preliminary designs per sheet of A4 paper before they progress. Keep an eye on children who are distracted. Offer guidance to those who are lost for ideas. Stress to the students that this phase is for getting your ideas down on paper and not for choosing a finished design. Sketches can be coloured or black & white
10min	<p>Tidy up. Sketches to stay in the class on a drying rack.</p>
Day 2	<p>Have the children enter the class in an orderly manner and take their seats. Discussion of how students are finding the process, what they have discovered, if they have done any more flag designs since the last lesson, and announce that we are moving onto the next step</p>
5min	
35min	<p>Assign a child to hand out a sheet of the A3 thick paper to each student. Remind the students to be careful with the paper. Recommend that they avoid or correct mistakes. Transfer of images onto thick paper. Students can either draw their design freehand, use grids or learn to use an image projector in order to trace the image. This process will be staggered into the following task. The following task is where the students start filling in their image on thick paper with poster paints. Once the image is dry encourage the students to apply a second coat.</p>
10min	<p>Tidy up. Flags to stay in the class on a drying rack.</p>

Day 3	
5min	<p>Have the children enter the class in an orderly manner and take their seats. Assign the children with the thick ink pens. make a note of how many pens go out and if possible to whom.</p>
	<p>Discussion of final touches, how the students are finding the process.</p>
	<p>Announce that the children need to have their flags finished today and that we will end the lesson by walking out as a group and displaying the flags in the quad.</p>
20min	<p>completion of the flags using markers. the intention is to use the markers to pick out or clarify details, not to colour-in large areas of the flag. ensure that all markers are accounted for at the end of the lesson. didactic stickers to be done (neatly) by the students or by the teacher if a student isn't confident with their handwriting; adhere the sticker on the bottom right side of the student's flag in the white border</p>
	<p style="text-align: center;">example</p>
	<p style="text-align: center;">JEMIMA STUDENT YEAR 7</p>
	<p style="text-align: center;">NATION FLAG DATE</p>
15min	<p>gather the children into a single group and venture in an orderly fashion to the quad to display the flags. Aid the children to hang the flags, using blu tac or thumbtacks, utilizing the white margins</p>
10min	<p>in an orderly fashion take the children back to class, tidy up, ensure correct number of pens, let children take their sketches home</p>
	<p>3. Lesson conclusion: (How will you summarise the learning and relate it to the lesson objectives?)</p>
	<p>Children embark upon and complete a project whereby they learn about history and principles of flag design, following directions and experience the public displaying of their finished pieces. They learn how to refine initial ideas into a final piece. They learn the specific use of poster paint. They learn pride and confidence in following a project through to its conclusion. They learn about the career of being a designer.</p>

--	--

Lesson Evaluation:

(Reflect on the lesson. Questions to Ask: What worked? What did not work? What would you change? Why?)

--

1.